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SCHOLASTIC Teacher EDITION
Junior Scholastic
MARCH 15, 1950 • VOL. 26 • NO. 7

Teaching Aids for This Issue

GUIDE FOR A LESSON PLAN

To the teacher

Junior Scholastic's special issue on America at Mid-century is rich in opportunities for integrating social studies with the activities of the English classroom. A wealth of material for discussion, for reading, and for research studies is contained in it. Vocabulary studies are inseparable from an understanding of the articles on our economic system. Their challenge to informed citizenship suggests field trips to farms, local factories, the Better Business Bureau, chain stores, and co-op stores. Figures on production and consumption of goods are raw material for the arithmetic class. Geography and history are basic to this study of America's progress. The use of the magazine by different school departments could be staggered over a period of months.

Suggested procedures

The People Make the Miracles—(pp. 9, 10, 11)

Group conversations for the English or social studies class

Arrange for four round table talks and ask the discussion leader of each group to copy one of the following statements, together with its follow-up suggestions. Each leader will then open his group's discussion by reading his statement. By referring to the topics that fall under its head he will be able to keep the conversation moving.

1. **We are lucky in the geography of our country.**

(Discuss the temperate zone, friendly neighbors, ocean trade-ways, vast resources.)

2. **People make a country. The Indians supported themselves here for thousands of years. From Europe, Asia, and Africa came people who have used and developed rich resources here.**

(Give such examples of knowledge put to work for the benefit of others as: Squanto's practical advice to the Pilgrims; Franklin's furthering of education and science; Jefferson's ideals of democracy; Carrel's progress in surgery; Goldberger's discoveries in pellagra; Carver's contributions to agriculture; the discoveries of the Wright brothers; Ford's experiments; the work of Westinghouse; the creating of substitutes for scarce materials.)

3. **In our country, many pathways to knowledge open to everyone.** (Tell of the schools, colleges, libraries, museums, magazines, films, recordings, radios and television available as a means of gaining knowledge.)

4. **We produce a lot of goods. We get those goods to the consumer** (Discuss (1) What do our farms, mines, and factories yield? (2) How is transportation related to production? (3) What jobs for people can you see in the business of production and distribution? (4) What part does money play in getting consumer goods and services into the home? (5) How does a consumer's lack of money affect the workers in production, transportation, and selling?)

I Saw This Happen—(pp. 14, 16)

An English or social studies lesson in reading, conversation, writing.

1. After reading Mr. Robinson's account of his boyhood memories, make a list of those things which you consider the high points in his story

2. Match Mr. Robinson's memories with important achievements and outstanding happenings that have taken place in your lifetime. Use his title, "I Saw This Happen," or another. Answer the question, "What will you do with the second half of this century?"

The Miracle of America—(pp. 17-24)

A series of lesson talks for the social studies class.

I. BASIC NEEDS

TEACHER: All over the world, from the day of his birth until his last day on earth, man has certain needs that must be supplied. He must have food; he must have some kind of shelter from the hot sun, from the rain, and from the winter weather; he must have clothing to shield him from the wind and snow of northern climes, from the hot sandstorms of the desert, from even milder changes of weather. Food, clothing, and shelter are man's basic needs everywhere on the earth.

The way in which people get their food, clothing, and shelter is what we call "making a living." The way the whole business of supplying human needs is carried on is called the economic system of a country. Let us reexamine some of the theme articles in our file of *Junior Scholastics* and see what we can discover about economic systems in different parts of the world.

The American Way in Pioneer Days

In these lessons we are studying the American economic system, our way of getting food, clothing, and shelter. Let's first take up the American way in its pioneer days and discuss the following questions—

1. How did the early settlers along the Atlantic seaboard and in the West supply their basic needs?

Food: hunting, fishing, clearing and cultivating the land

Clothing: spinning, weaving, curing skins, making boots

Shelter: felling trees for houses, quarrying stone, understanding carpentry and masonry

2. In what fields of knowledge did men, women, boys, and girls get an education in the pioneer home? (woodsmen's skills, farming, house building, spinning and weaving, making furniture, making pottery, making butter and cheese, making candles, preserving foods for winter, gathering medicinal herbs)

II. THE AMERICAN WAY TODAY

Now let's look at the American economic way of today. Does your family supply its needs by weaving cloth, quilting bed covers, making butter and cheese, building a house in the father's

LOOKING AHEAD WITH JUNIOR SCHOLASTIC

Next Issue: March 22

Theme Article: Germany
World Friendship Series: How We Live in Germany
Special Interview: Students from India, Burma, Israel
Feature: Letter from an Alaskan Reader
Health and Nutrition: How's Your Health?

No issue March 29

(Many schools are observing spring vacation at this time.)

April 5

Theme Article: Farms and Towns of Slovakia (A Danube River Country), film-text article
Spotlight on America: U. S. Transportation

spare time? Let's test ourselves by our pioneer standards of knowledge:

(1) How many men and boys know how to build a house?

(2) How many women and girls know how to weave or make cheese?

(3) How many families provide their own fuel for cooking and heating?

(4) How many people know how to make a cupboard, a pitcher, a chair?

(5) How many people know how to turn raw materials into clothing?

Life was not easy in the early days of America. The pioneers were very enterprising. To be enterprising means to be willing to attempt the difficult and the untried. Luckily, the pioneers were free to be enterprising. They were living in a free country. The land was not taken up by great estates. A pioneer owned his log house and his track of cleared land. There was no such thing as being out of work, because there was always plenty of work to be done. There was plenty of opportunity for free enterprise.

Let's list the different kinds of work by means of which we are earning a living now. Don't forget that in addition to "goods" we must have "services" such as are given by doctors, clergymen, teachers, dentists, librarians, firemen, postmen, bus drivers, etc.

If most of us are now spending our working hours in doing one thing, rather than in doing many things directly connected with food, clothing, and shelter (in the fashion of the pioneers), how do we secure these basic supplies for each home? (Discuss the exchange of goods through mass production, selling, and buying.)

The harnessing of steam power, the development of the gasoline and electric engines, and the invention of many new machines lightened the work of man and his beasts of burden. Give examples of these advances. (Steam engine, cotton gin, Seth Thomas clocks, the pin-maker machine, etc.)

III. INCREASED PRODUCTION

TEACHER: How did progress in power and machinery affect the making of goods?

Let's think through the following problems—

1. Who will buy the goods that are made in enormous quantities? (The business man, the government, other countries, families of the U. S. A.)

2. What causes people to buy? (The constant nature of human needs.)

3. What causes a depression in buying? (Fluctuating purchasing power.)

Jobs

The pioneer always had plenty of hard work to do. So did the village craftsmen who made tin canisters, boots, Dutch cupboards, horse shoes, or Conestoga wagons. Did the coming of machinery decrease jobs? (Give examples of the opening up of new types of work and of the increase in jobs in the older industries.)

IV. "SOMETHING MORE"

TEACHER: Although food, clothing, and shelter constitute man's basic needs, we must not forget that from earliest times people have added "something more" to these things. Carvings on stone, sand paintings, the adornment of boats, colorful costumes for ceremonial dances, ornamental designs on barns, and the potter's decoration of his slipware all point to another human need—self expression through the arts and crafts. Let's think about these matters—

1. How are we satisfying such needs in our lives today? (Discuss the art skills known to members of the class and their families as distinguished from the enjoyment of art as listeners and onlookers at concerts and museums.)

2. How did our hard-working American pioneers express themselves artistically? What forms of recreation did they enjoy? (Discuss their crafts, and the songs and dances that grew up around their joint work projects such as husking, quilting, making apple butter, building a house for the newly married young people.)

V. OWNERSHIP

TEACHER: It takes more money to build factories and to make and install machinery than one man could afford. So people put their money together and own factories, apartment houses, and stores together. How does the free enterprise of today compare with the free enterprise of the pioneers who owned their houses and the land they cleared?

Science Projects

1. Pupils may bring to class objects made of iron and of steel to observe the differences between the two which can be seen and felt. One member of the class, after some outside reading, might report on the differences between iron and steel and why one, rather than the other, is used to make certain goods.

Another pupil might like to read up and report on the process by which iron is turned into steel.

2. Using a globe and stationary object as the sun, pupils might illustrate how, through the movements of the earth, an equinox occurs. At the same time, they will be able to note how the winter and summer solstices occur.

QUICK QUIZ

Ten Questions for a Five-minute Quiz

1. What nation owns the colony of Sarawak? (Britain)

2. In what ocean does the island of Kerguelen lie? (Indian Ocean)

3. Which of our states has the largest deposits of iron ore? (Minnesota)

4. The U. S. and Canada have signed a 50-year waterfalls treaty. Name the waterfalls. (Niagara Falls)

5. Jawaharlal Nehru is Prime Minister of what large Asiatic nation? (India)

6. What crop is being waked up at night in Hawaii? (Sugar cane)

7. How many equinoxes are there every year? (Two)

8. What is the northernmost country of Central America? (Guatemala)

9. What is the national anthem of Puerto Rico? *(The Star Spangled Banner.)*

10. What nation will lend $100,000,000 to the U. S. of Indonesia? (The U. S. A.)

Answers to Quiz-word Puzzle, p. 39

ACROSS: 1-hid; 4-Madison; 8-James; 9-log; 11-Eden; 12-alto; 13-tent; 14-by; 15-Me.; 16-cat; 17-or; 18-so; 19-also; 23-wits; 25-veer; 26-era; 27-fence; 28-athirst; 30-e'er.

DOWN: 1-his; 2-is; 3-Dolly; 4-made; 5-amen; 6-dent; 7-not; 8-jet; 10-go; 12-abet; 15-mar; 16-coos; 18-State; 19-aver; 20-lena; 21-sect; 22-ore; 23-we; 24-Ira; 27-fir; 29-he.

Answers to Citizenship Quiz, p. 26

1. U. S. AMBASSADOR: 1-b; 2-a; 3-c; 4-b; 5-c; 6-a.
2. NEW INVENTIONS: television, electric refrigerator, radio, airplane, talking movies are correct.
3. NATIONS IN THE NEWS: 1-e; 2-b, 3-d; 4-c; 5-a.
4. NOSE FOR NEWS: Cross out: silver mines; equinox; winter solstice; bananas; Antarctica; fight against TB.
5. PICTURES TO GUIDE YOU: 1-India; 2-Niagara.

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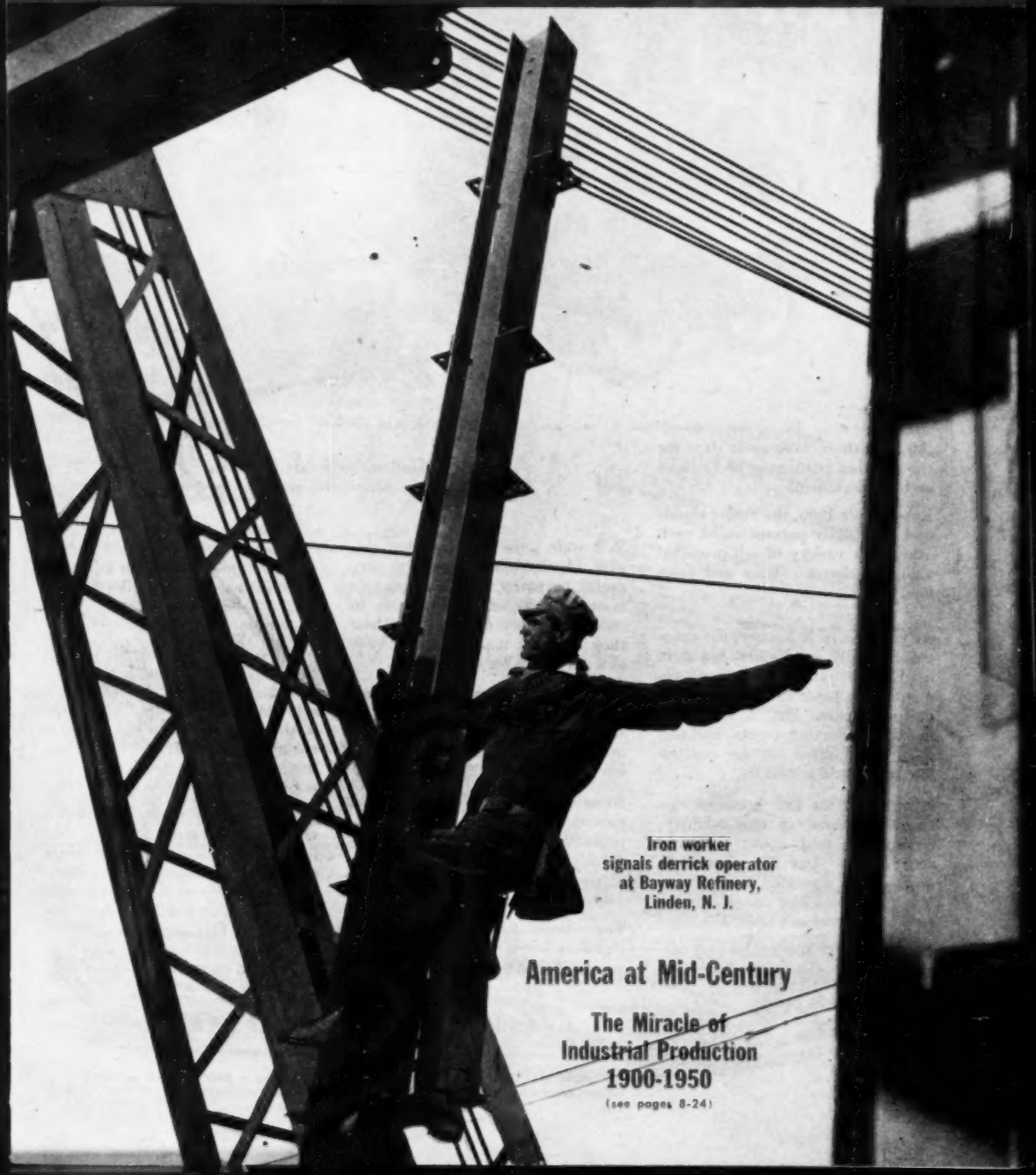
Junior Scholastic

YOUR WORLD-VIEW MAGAZINE FOR SCHOOL AND HOME

MARCH 15, 1950 VOLUME 26 • NUMBER 7



Iron worker signals derrick operator at Bayway Refinery, Linden, N. J.

America at Mid-Century

The Miracle of Industrial Production 1900-1950

(see pages 8-24)

The European Sport that became the miracle of American Motoring

Hear HENRY J. TAYLOR on the air every Monday evening over the ABC Network, coast to coast

Ah, but those were great days for the sporting aristocracy of England and the Continent!

Even before 1900, the young bloods and their older patrons raced each other in a variety of self-propelled vehicles—electric, steam and gasoline.

* * *

As you'll learn in history, the automobile really got its first big start in Europe, and many improvements were made in it during those dashing years. But it was used mostly in sporting events, and was definitely limited to the wealthy few who could afford it.

Even when the first horseless carriages appeared in this country, newspapers told about them on sport pages. And the automobile might have remained limited to a few uses and a few people—*except for a very American idea.*

For among the mechanics and carriage-makers who tried their hand at it were some who saw that this new "devil wagon" could be very useful to *many, many people.* So instead of making a few cars to order, they set out to show how they could be made in quantity—at a much smaller cost per car.

Soon America saw the first automobile to be built in volume—a small curved-dash runabout developed by a man who later joined forces with General Motors.

Some years after, a group of GM men demonstrated to English experts that automobiles could be quickly assembled from big batches of parts—thus proving mass production feasible.

They could have stopped there. But they knew another fact which you may learn in college courses some day: To keep making *more and more* products which more and more people will buy, you have to keep making them *better and better.* So automobiles have traveled far beyond the dreams of those early inventors.

As a result, another American miracle has taken place. The once-limited automobile has become *everybody's servant.* (In California, there are 20% more cars than families!)

Of course, many people besides GM men deserve credit for this. But part of the reason why it came about can be found in the statement made by so many owners of GM cars. They'll tell you that *"you can't beat a GM car for value!"*

YOUR KEY TO GREATER VALUE

GENERAL MOTORS

"MORE AND BETTER THINGS FOR MORE PEOPLE"

CHEVROLET • PONTIAC • OLDSMOBILE • BUICK • CADILLAC • BODY BY FISHER • FRIGIDAIRE
GMC TRUCK & COACH • GM DIESEL • DELCO • UNITED MOTORS SERVICE • AC SPARK PLUGS

America's Progress Rolls On Rubber

AMERICA was still in the horse and buggy age at the beginning of the century when Goodyear was an infant rubber company less than two years old.

In all the land there were only a few thousand "horseless carriages" chugging over dust-deep roads. A set of hand-built tires cost as much as $500 and might run 2,000 miles — with luck!

Today tires wear so long and are priced so reasonably, they are the smallest cost in operating a car—and more than 43,000,000 cars and trucks are crowding our continental network of concrete highways.

This change was wrought by the fertile mind and ingenious skill of American industry — a change in which rubber, and especially Goodyear rubber, played no little part.

For Goodyear early developed the first tire-building machine that made possible mass production of low-priced quality tires.

The multiple-ply cord passenger car tire — the pneumatic truck tire — the farm tractor tire — the low-pressure airplane tire — inventions that have changed the whole pattern of American life were all pioneered by Goodyear.

In other fields, too — in cushioning, in packaging, in hose and belting, in protective paints and coatings, in footwear and flooring, Goodyear products have brought new advantages to modern living.

As a result, the little rubber mill that employed less than a hundred people in 1900 has grown into a great organization with factories, mills and plantations around the world in which more than 67,000 people find their livelihood.

Today Goodyear is the world's largest rubber company. This leadership was won neither through chance nor privilege. It is the reward, we believe, of vision in foreseeing the public's needs and of untiring resourcefulness in pioneering new products to serve them — to keep America rolling *on rubber!*

Teachers!

"A LETTER FROM AMERICA"

16 mm. Sound Film

Shows how Democracy Works in Industry

Loaned free to schools

"A Letter from America" is the film story of Karl, a poor immigrant boy who finds happiness and success in his American job. It shows what such abstract things as "Free Enterprise" and "Capital" mean in simple words and pictures teen-agers will understand. This timely half-hour sound film is loaned free of charge to any school, club or civic group. Just mail the coupon below — now.

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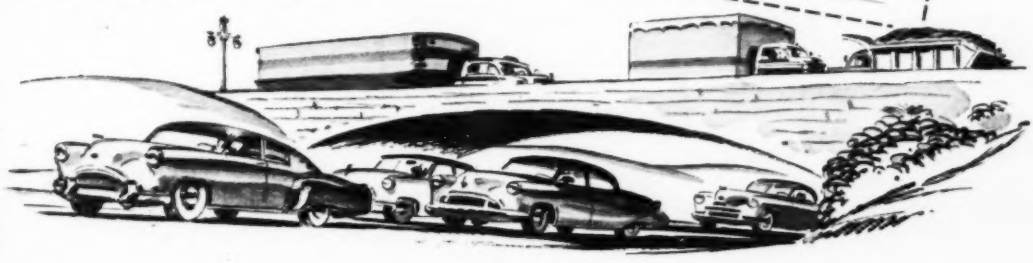
THE GREATEST NAME IN RUBBER

GOODYEAR

More people ride on Goodyear tires than on any other kind



ENTERPRISE ...and you

RECENTLY, Cluett, Peabody & Co., Inc., makers of Arrow shirts and ties, won an award from Freedoms Foundation for its film "Enterprise," which tells how the people of Buchanan, Ga. (population 500) lifted their community from depression to prosperity by their own belief in the American way of doing things.

Freedoms Foundation is a non-profit, non-political, non-sectarian organization whose sole purpose is to encourage Americans in all walks of life to understand, to value, and to speak up for the rights and freedoms which are theirs—to cherish and hold fast to the American Way of Life.

Cluett, Peabody & Co., Inc., is proud to have won this recognition of its own efforts to bring an inspiring story to millions of persons in every part of the United States.

But even more, we are proud to be a part of a system which is strong enough and free enough to make such real-life stories possible.

In the American system we can speak our own mind, go to our own church, and find or make jobs for ourselves wherever we wish.

Let's remember that it is important to keep things that way in the United States. Let's try to strengthen those freedoms. This nation has a great future ahead of it, and you have a great future ahead of you, if we remember to do that.

It's a real privilege to be an American citizen.

Cluett, Peabody & Co., Inc.
Makers of
Arrow Shirts, Sports Shirts, Ties, Handkerchiefs, Underwear

If you haven't seen the 16mm. color film "Enterprise," your teacher could arrange to have it shown, free of charge, by writing to Public Relations Dept., Cluett, Peabody & Co., Inc., 10 East 40th Street, New York City.

Junior Scholastic

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NEWS ROUNDUP

U. S. and Canada Sign Niagara Falls Treaty

The U. S. and Canada have signed a treaty to get more electric power from Niagara Falls. The treaty also will protect the beauty of the falls. The falls are in the Niagara River, which connects Lake Erie and Lake Ontario.

For many years water from the Niagara River has been used to produce electricity for homes and factories in southeastern Canada and northeastern U. S. The water is piped from the river to power plants.

At one time so much water was taken from the river that the falls were in great danger of losing their natural beauty. The volume of water flowing over the falls was being greatly reduced.

Under the new treaty both nations agree to keep a great flow of water over the falls between April 1 and October 31. This is the time of year when thousands of people from all over the world visit the falls.

Between November 1 and March 31 the flow of water over the falls will be reduced. This will allow both nations to draw more water for producing electricity.

Our Senate and Canada's Parliament are expected to approve the treaty.

TV IN WHITE HOUSE

The White House is being wired for television. Before general White House repairs were started, there were not enough electrical outlets and wiring for President Truman to put in a television set. When the repairs are finished, the President will be able to plug in a television set in almost every room.

Throughout the U. S. television is spreading rapidly. In 1945 there were about 10,000 sets in the U. S. Today there are 4,000,000. A U. S. communications official predicts that by the end of 1950 there will be 8,000,000 sets in use.

United Nations photo

Girl in Ceylon is vaccinated against TB.

U. N. Fights TB

The United Nations, the world peace organization, is waging war against disease. It has started a drive against tuberculosis, which kills thousands of people every year.

So far U. N. agencies have tested 19,000,000 children and young adults for TB. It has vaccinated 9,000,000 of them with a serum which will keep them from getting TB during the next three to five years.

Elephants from India

Children of Tokyo, Japan, have sent Prime Minister Jawaharlal Nehru of India a toy animal band that can play *Oh, Suzanna.*

A toy monkey, waving a small baton, leads the band. A bear plays a tiny violin. A giraffe shakes a tambourine. An elephant beats a drum.

Prime Minister Nehru had sent an elephant to the Tokyo zoo. For many children the elephant was the first one they had ever seen.

(During World War II zoo keepers had killed all the big animals in the Tokyo zoo. The keepers feared that the wild animals might escape from the zoo during a bombing.)

Prime Minister Nehru is also sending two 400-pound elephants to the zoo at Washington, D. C.

Guatemala Insults U. S. at Sports Meet

Guatemala, northernmost country of Central America, recently insulted the U. S.—with music. The next day it apologized—with music.

The insult happened at the start of the Central American Olympic Games at Guatemala City. A Guatemalan military band was on hand to play national anthems as each visiting team appeared on the field.

The color guard of Puerto Rico, a U. S. territory, took its place on the field. Instead of playing *The Star-Spangled Banner*—as it was supposed to—the Guatemalan band played a Puerto Rican dance tune.

Why did Guatemala insult the U. S.?

Guatemala says that Puerto Rico is an "oppressed" colony of the U. S. By not playing *The Star-Spangled Banner* the official military band showed that Guatemala did not approve U. S. "rule" of Puerto Rico.

PUERTO RICO PROTESTS

In truth Puerto Rico is not completely ruled by the U. S. Puerto Rico runs many of its own affairs. Puerto Rico elects its own governor.

The U. S. ambassador to Guatemala protested the insult. Puerto Rican athletes also protested. They insisted that *The Star-Spangled Banner* be played whenever Puerto Rico won any games.

When Puerto Rican athletes won first and third places in a high jump event, the Guatemalan band played *The Star-Spangled Banner.*

The rulers of Guatemala are believed to be in sympathy with communism.

Guatemala is about the size of Louisiana.

EXTRA COPIES

Single copy price of this special issue is 15 cents. Quantity prices supplied on request to *Scholastic Magazines*, 7 East 12th Street, New York 3, N. Y.

Foreign Forum Students Like U.S.

Twenty-five teen-agers from southeast Asia and the Middle East took part in a special high school forum* in New York City this month.

The students came from Indonesia, Pakistan, the Philippines, India, Ceylon, Malaya, Indo-China, Thailand (Siam), Nepal, Burma, Israel, Egypt, Iraq, Lebanon, Iran, Syria.

A daily newspaper, the *New York Herald Tribune*, invited the students to visit the U. S. for 10 weeks. For two months before the forum, the students visited many parts of the U. S. Then they went to New York, where they lived in the homes of U. S. high school students.

During this time six of the students were interviewed by a *Junior Scholastic* reporter. Here is what three of the students had to say. (Next week *Junior Scholastic* will bring you three more interviews.)

Sabam

Sabam Siagian, 18, of Jakarta, Indonesia:

"My hobbies are stamp collecting and reading. I read many books at the U. S. lending library in Jakarta. I am interested in all nations and world problems. Someday I hope to be a foreign representative for my government.

"What surprised me about the U. S. at first? Cold milk. In Indonesia milk must be heated to purify it. Then we usually drink it hot.

"I was also surprised to find that there are plain people like the farmers and the folks in small towns in the U. S. From Hollywood movies I have seen in Indonesia I thought everyone was like Clark Gable.

"Freedom such as boys and girls in the U. S. have is something we are working for in my country. In Indonesia, as in many Asiatic countries, social rules are strict. Children do not discuss things freely with their fathers. Boys and girls are not permitted to play games together or go to movies or parties together.

"My people need more schooling. Only one out of every ten of our 80,000,000 people can read and write. We need equipment, tools, and machinery to build schools."

Nadira

Nadira Aziz, 18, of Saidpore, Pakistan:

"I love science. After school I spend most of my time in a laboratory. I even have my own small laboratory at home.

"Girls of East Pakistan wear pants instead of skirts. The pants are called *shalwars*. We gather them at the waist with a belt of string. We also wear a white blouse called a *kameez*. We don't wear hats.

"I wish I could tell you what I think of the U. S. I cannot find the words. One night I talked for hours with a U. S. girl. She said: 'You come from half the world away yet have the same ideas as I do.'

"When she said that, I realized the greatness of America. Your people can understand others. I know the U. S. has its faults—not all your people are yet interested in others. But you have liberty and wish liberty for all.

"My country needs tools and machinery, especially for flood control projects."

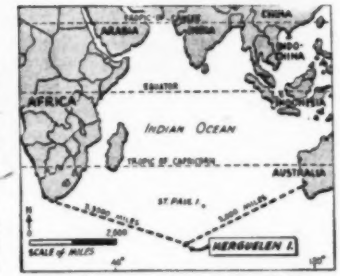
Meliton Salazar, 18, of Manila, Philippine Islands:

"The first thing I do at home every morning is turn on the radio program which plays the latest U. S. hit tunes. After breakfast I walk to school and get there just in time—one minute to eight. I like classes and I'm editor of my school paper and year book. When I finish school I want to be a writer or lawyer.

"My impression of the U. S. is that the boys and girls here are just like those of the Philippines – just as friendly and full of fun.

"I'd like to make a plea for more understanding among all peoples. We are all children of God. We all like the same good times, food, and homes. We suffer the same fears and pains. We should learn to respect different races and customs. That is my plea."

Meliton



Is there uranium on Kerguelen?

French Seek Uranium On Indian Ocean Island

France is searching for uranium on Kerguelen Island, one of its possessions in the Indian Ocean. (See map.)

Kerguelen Island is about half the size of Massachusetts. It lies midway between Australia and Africa. No people make their home on Kerguelen. From time to time French missions visit the island to survey it.

Recently a French mission found radioactive minerals on Kerguelen. The mission hopes to find deposits of uranium.

RUGGED ISLAND

If uranium deposits are found, French workers and their families will be asked to settle on Kerguelen.

The island is rugged. One quarter of it is covered by a vast glacier. The island has volcanoes, jagged mountains, deep mud holes, and hot springs.

The springs often spout hot water and steam. During most of the year steam covers the island with a heavy gray mist. Nine months of the year heavy rains and windstorms sweep across Kerguelen. The soil is not usable for farming.

The island has many penguins, flying birds, and strange flying insects. A large coal field has been discovered in the northern part of the island.

Kerguelen was discovered by a French navigator in 1772.

Antarctica, the vast frozen continent at the South Pole, is about 500 miles south of Kerguelen. A French expedition is now moving deep into Adelie Land, Antarctica, searching for uranium. It is the first expedition ever to set foot on this uncharted area of the Antarctic.

Science News

Ae, Man-Made Forest, Has Its Own Village

The village of Ae in southern Scotland is Britain's first forest village. About 25 foresters and their families live in Ae.

The foresters care for the man-made Forest of Ae. They plant young trees, stand lookout for fires, and protect trees from bark-destroying insects and animals.

The Forest of Ae was planted 20 years ago to help increase Britain's supply of timber. At that time Britain was very short of timber. It had been forced to strip its forests during World War I to meet war needs.

Today 3,000 of the Forest of Ae's 10,000 acres have been planted. Pine trees such as Sitka spruce, Japanese larch, and Scots pine grow there. The forest yields 3,000 tons of timber a year.

Britain still needs more forests. It will plant 5,000,000 acres of new forest land in the next 50 years. It also will plant many young trees on the 2,000,000 acres of its natural forest land.

At present there are about 150 man-made forests in Scotland alone. More are being planned.

The villagers of Ae live in modern four-room cottages. They are building a school, church, inn, and playground.

U. S. A. HELPS U. S. I.

Our Government will lend $100,000,000 to the young United States of Indonesia. (See *Junior Scholastic*, Jan. 11 and March 1.)

The money will be used to repair Indonesian roads, railways, ports, and bridges. These were badly damaged during World War II.

Indonesia also will use the money to raise production to pre-war levels.

Before the war Indonesia produced more than one third of the world's supply of rubber and sisal, two thirds of its kapok, one fifth of its tin, tea, palm oil, and coconut products, and four fifths of its pepper.

Indonesia also produced large supplies of petroleum, coffee, cacao, sugar, cinchona, and bauxite.

Indonesia will buy much of the machinery it needs from the U. S. A.

★ Means word is defined on page 36.

Vernal Equinox

Spring will begin in the Northern Hemisphere at exactly 11:36 p. m., Eastern Standard Time, on March 20. The first day of spring will be March 21.

On March 20 the sun will reach the vernal (spring) equinox. An equinox is the time when the sun appears to reach a point in the sky where it crosses the celestial equator★.

(The sun only appears to be moving in our sky. Actually it is the earth which moves.)

The word *equinox* comes from a Latin word meaning "equal." During an equinox, day and night are the same length all over the world. An equinox is also the time when the sun's most direct rays fall at the earth's equator.

The sun appears to cross the celestial equator twice every year. This means there are two equinoxes a year. One in March marks the beginning of spring. One in September marks the beginning of fall.

The equinox in autumn will be on September 23.

On March 18 a solar eclipse will take place. It will be visible only from Antarctica and some parts of the south Atlantic Ocean.

New Steel Process

U. S. engineers can now make high-grade steel from molten★ pig iron without using fuel.

Usually high-grade steel takes 8 to 12 hours to make. The molten pig iron is poured from a blast furnace into an open-hearth furnace. There it is cooked in fuel oil or gas fires.

In the new method, hot molten pig iron is poured into a special furnace shaped like a huge coffee pot. Streams of air are shot across the pig iron to fan its surface. The result is like what happens when you fan a fire to make it burn more quickly.

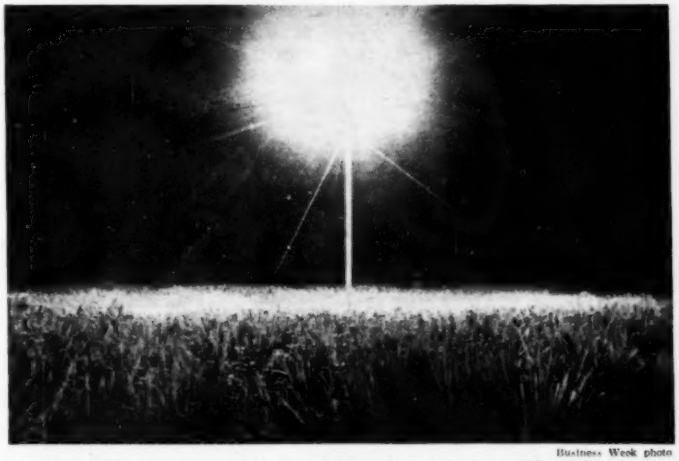
SELF-COOKING

Pig iron contains elements, such as carbon, which burn. The molten pig iron is already so hot that it is "on fire." The fanning increases the burning and causes a savage fire to rage inside the furnace. The molten pig iron cooks itself into steel.

The new furnace can make at least 60 tons of steel an hour—nearly three times as much steel as an open-hearth furnace.

Engineers are testing the new furnace at South Chicago, Ill. Because it cuts fuel expenses, it may lower the cost of steel.

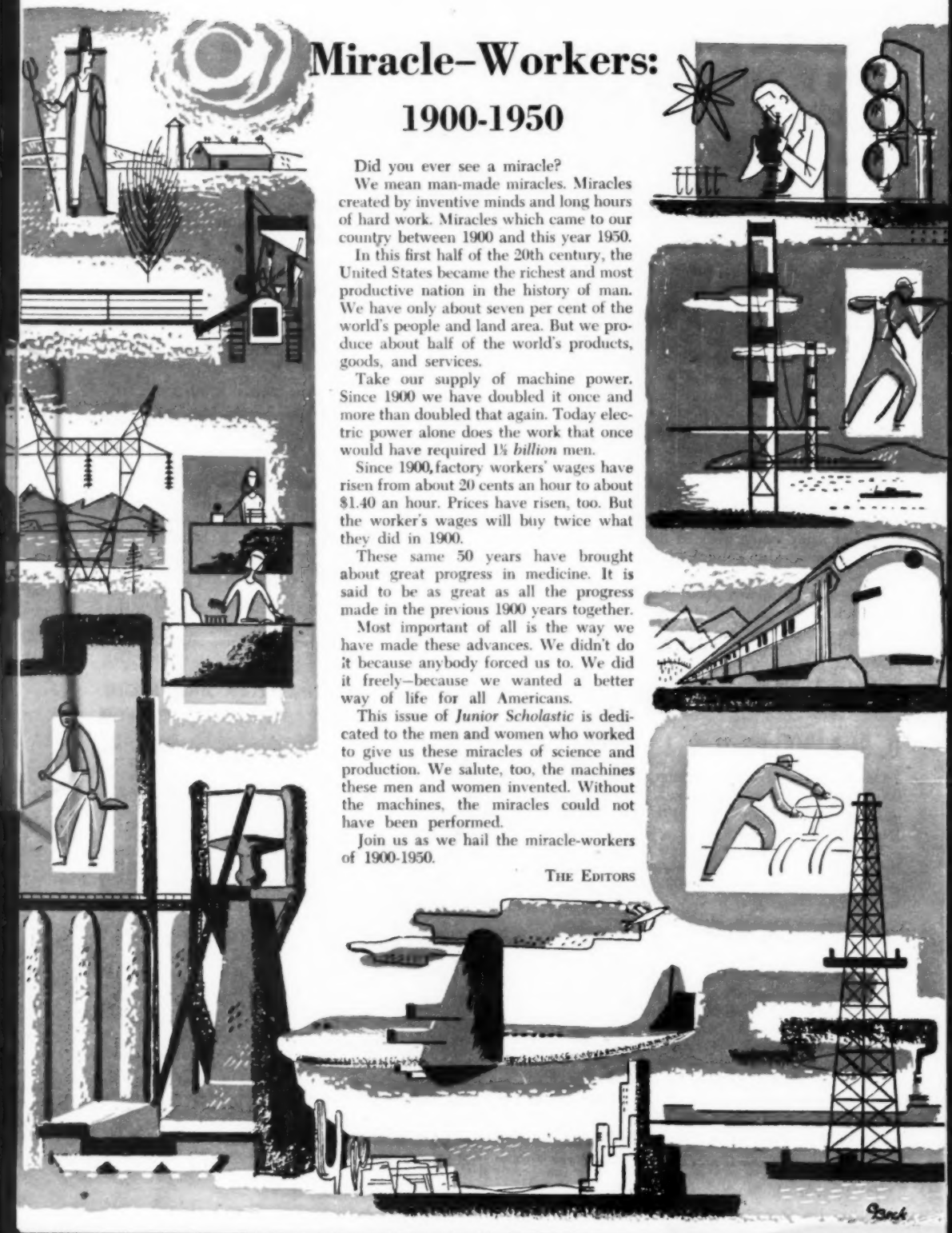
HAWAIIAN SUGAR CANE WORKING DAY AND NIGHT



Business Week photo

Some Hawaiian sugar cane plants are being waked up in the middle of the night to go to work. Tests show that lighting up sugar fields briefly at night keeps the cane from tasseling (flowering). Normally cane stops producing sugar when it starts tasseling. If tasseling is prevented, the cane simply grows taller. Cane fields which are wakened during the night produce more sugar than other fields. Several planters now train searchlights on their fields for a few minutes at night.

Miracle–Workers: 1900-1950



Did you ever see a miracle?

We mean man-made miracles. Miracles created by inventive minds and long hours of hard work. Miracles which came to our country between 1900 and this year 1950.

In this first half of the 20th century, the United States became the richest and most productive nation in the history of man. We have only about seven per cent of the world's people and land area. But we produce about half of the world's products, goods, and services.

Take our supply of machine power. Since 1900 we have doubled it once and more than doubled that again. Today electric power alone does the work that once would have required 1½ *billion* men.

Since 1900, factory workers' wages have risen from about 20 cents an hour to about $1.40 an hour. Prices have risen, too. But the worker's wages will buy twice what they did in 1900.

These same 50 years have brought about great progress in medicine. It is said to be as great as all the progress made in the previous 1900 years together.

Most important of all is the way we have made these advances. We didn't do it because anybody forced us to. We did it freely—because we wanted a better way of life for all Americans.

This issue of *Junior Scholastic* is dedicated to the men and women who worked to give us these miracles of science and production. We salute, too, the machines these men and women invented. Without the machines, the miracles could not have been performed.

Join us as we hail the miracle-workers of 1900-1950.

THE EDITORS

The People Make the Miracles

AMERICAN young people are lucky. Here in the United States we eat better, live in better homes, and have better clothes than people of any nation on earth, today or ever in the past. We have a better chance to get a good education. We have a better chance to make a living in the way best suited to our skills and talents.

We are a rich nation. And millions of people have a share in the riches.

How did we get that way? Let us look at the reasons:

1. Our Rich Land

We are lucky in the geography of our country.

Our country is in the temperate zone of climate—the region of mildest weather. In it people feel alert and eager to do their best work. Most of the chief food crops grow best in the temperate zone.

Even in the temperate zone, much of the world is too mountainous or too dry or too swampy or too barren to grow crops. One third of our land is fit for farming.

A third of our land! That means in our huge country we have more good farm land than most nations.

We can thank our geography for something else. Broad oceans lie between our nation and the war-torn countries of the Old World. Our neighbor-nations are friendly toward us. Partly for these reasons, no war has been fought on our soil for 85 years. Bombs and cannons have wrecked cities in many parts of the world. Our farms and factories worked undisturbed even when our nation was at war.

In these days of airplanes and atomic bombs, the broad oceans may not shield us any longer from war's destruction.

But the oceans serve us in other ways. From our many ports they are a broad highway to nearly all parts of the world. Usually it is easier and cheaper to carry goods over water than any other way.

We send our ships around the globe to bring us things we need. We must go abroad to buy most of our meal-time drinks—tea, coffee, cocoa; to buy some crops that grow only in hot countries, such as jute (for making burlap bags) and rubber; to buy metals that we lack—including uranium for atomic power; to buy paper and furs, products of northern forests.

But we are lucky because there is little we must buy abroad.

Our own resources are vast. What do we have?

Soil, for crops? We have half a billion acres of fertile land.

Forests? They cover a third of our nation.

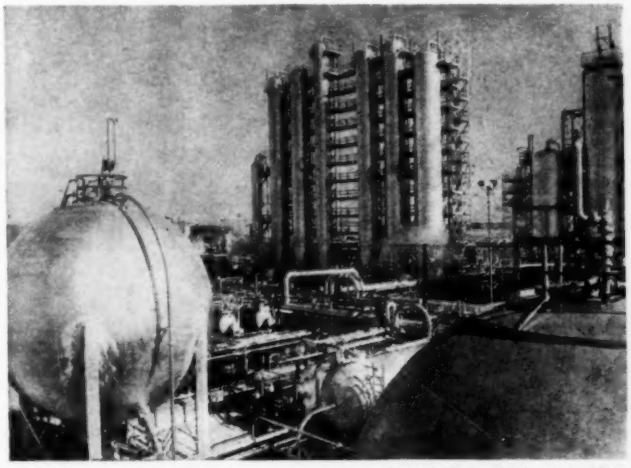
Water power? We have four times as much as we've harnessed for use.

Coal, to run railroads and heat homes and make electric power? A thousand years from now we'll still have plenty.

Iron, to make steel for everything from pins to ships? We have rich iron deposits, especially in northern Minnesota. When that iron is gone, we will still have vast amounts of less-rich iron ore from which we can make steel. Great iron deposits have been found recently in friendly nations of the Americas, especially Canada, Brazil, Venezuela.

Other metals? We have plenty of gold and silver and aluminum and magnesium* and many others. It is true that we are running out of copper, lead, and zinc. We have no tin, and we lack some less-known metals, such as manganese, needed to make steel. But there are plenty of countries that have these metals for sale.

What about petroleum, to oil our machinery, provide gasoline for our motor cars and aircraft, and give power to keep our factories humming? We have what we need for



Standard Oil Co. (N. J.) photo by Corsini

Humble Oil Refinery, Baytown, Texas, where butadiene is produced and stored. Butadiene, a colorless, inflammable* gas, is used in making synthetic* rubber.

* Means word is defined on page 36.

the present. We may use up these petroleum deposits some day.

But there is still more petroleum under the shallow waters off our coast.

We can get a supply of oil to last many years from a kind of rock called shale, found in our western states.

We can make oil from coal. We can buy oil from Venezuela, the Middle East, and other parts of the world.

Natural gas? Stone, sand, and gravel for building materials? Phosphates* and potash* for fertilizer? Graphite*? Sulphur and bromine* for chemical factories? Clay? Lime? Salt? We have plenty of them all.

Look back over the long list of our resources. Do they explain why America is rich? No! All these things were here 500 years ago. But our land was as worthless as a barren desert until the coming of—

2. Our People

Tribes of Indians lived for hundreds or thousands of years on this land. But they did not know how to use the vast resources all around them.

Then came settlers from Europe. They brought with them knowledge of many things that the Indians never dreamed of. They knew how to make glass and iron, how to build houses and ships, how to raise animals and crops then unknown in our land. Many of them knew, too, how to read books that told what their forefathers had learned through the ages. To that storehouse of knowledge they added what they learned by their work and experience.

Americans are very handy with tools. We can make any kind of machinery run. We are always tinkering and improving and learning to do things faster and better. How many inventions we've given the world! Every day our Patent Office records about 100 new ones.

Do we lack something? Then we make something that will do just as well—or better. In World War I we couldn't buy dyes from Germany any more. So we built our own dye-making factories. In World War II the Japanese grabbed the rubber plantations of Asia. So we made a new kind of rubber out of chemicals that we had in our own country.

To keep our country strong, we must train our people—all of our people—to use their talents well. We must have scientists for our laboratories, alert businessmen, skilled farmers and engineers, expert mechanics, well-trained doctors and lawyers and nurses and teachers.

In our country, many pathways to knowledge are open to everyone. There are more high school and college students in the U. S. than in all the rest of the world put together. We have free public libraries with 25 million regular users. Fifty million people visit museums every year. About three billion magazines are printed every year. Most homes take newspapers regularly.

This is important in more ways than helping you earn a living. It is important to train good citizens. We are a rich country, not only because of our resources and our skills, but also because of our love of freedom.

Free men—not slaves—are the willing workers that build up a nation. Great thinkers from many countries come to our shores to work in the freedom that is missing in many of their homelands.

We believe that education for all is the way to keep our liberty and democracy. As voters, we must be able to think clearly about our nation's problems.

There are 150,000,000 of us in the United States now. Our population is still growing. Only China, India, and Russia have more people.

We have many skilled hands to use our rich resources. What have we done with our treasures?

3. Turning Out the Goods

What do our farms yield? We produce over half the world's corn, nearly half the world's cotton, a quarter of the world's wheat, milk, and butter. We produce far more meat than any other country. In output of oats and cheese we lead the world.

We have more hogs than any other country, and rank high in number of cattle, sheep, and horses. We're among the top 10 nations in producing potatoes, sugar beets, wool—and even rice, which is usually thought of as a tropical product. No wonder we have plenty of food!

What do our mines yield? We produce more coal, oil, copper, lead, iron, zinc than any other country. To help make the nation's goods, we dig nearly 100 minerals from the earth of our land.

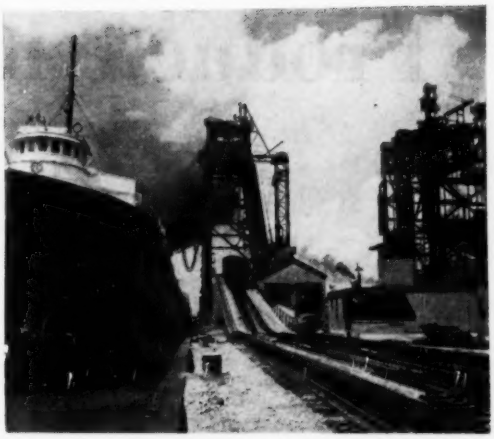
What do our factories yield? We produce more than one third of all the world's manufactured goods. We turn out half the world's steel. We lead the world in output of almost any factory-made article you can name. We are constantly adding great new industries—television, plas-

Ford Motor Co.

Shiny new Fords roll off the assembly line at the Dearborn (Mich.) plant.

J. I. Case Co.

Farmer is cultivating corn crop. Modern farm machinery like this helps our farmers to produce huge quantities of crops.



New York Central

Iron ore or coal can be quickly loaded aboard a Great Lakes freighter by these giant dumpers on Maumee Bay at Toledo, Ohio. Dumpers also unload ore from ship to freight cars.

tics, frozen foods, jet planes, atomic power.

How is this miracle of production possible? Partly because we are always figuring out faster and better ways to make things. Most important of all, because we do less and less work with our muscles and more and more with machines run by electric and steam power.

We produce nearly half the world's electricity. We use more coal, oil, and natural gas than any other nation. Most of these fuels are burned to provide power to run machinery.

It's one thing to produce a lot of goods. It's another thing to get those goods to the people who need them. Let's see how we're doing in—

4. Sharing the Goods

Before you can get your share of the goods our nation produces, two things must be done.

First, the goods must be brought close enough to you so you can take them home.

Second, you must have money enough to buy the goods.

You can't eat a sheaf of wheat standing in a field in South Dakota. You can't heat your house with coal piled outside a mine near Pittsburgh, Pa.

The coal must be carried to your cellar. The sheaf of wheat must travel to a flour mill (in Minneapolis, perhaps); the flour goes to a bakery in your home town; and the bread finally arrives at the grocery store on your corner.

To carry the goods to where they're needed, we have one third of the world's railroads. We have a third of the world's highways. We have nearly three fourths of the trucks and cars. We have more pipelines, waterways, airlines, and freight ships than any country.

FROM STATE TO STATE

In Europe, taxes (called tariffs) must be paid whenever goods cross the boundary from one nation to be used in another. Sometimes one nation refuses to let certain kinds of goods cross from its neighbor-countries.

In the United States, our Constitution forbids states to interfere with goods carried from one state to another. That makes it easier and cheaper to get that Dakota wheat and that Pittsburgh coal to your house—no matter where you live in the U. S.

Even so, it costs more to get goods to you than it does to make the goods in the first place.

That's because millions of people must work sorting out the goods and getting them to the right factory and into the right packages and on the right freight train or truck and into the store in your town. Millions more work in the stores and shops where you buy the goods.

Well, here you are in the store, looking at that loaf of bread. How do you pay for it?

About 60 million men and women have jobs in our nation. They are better paid than workers anywhere else in the world. We have a few families that are very rich and some that are very poor. But most American families earn enough to buy what they need—and have something extra for pleasure.

If your father loses his job, or is hurt while working, or gets too old to work, then your family may not have money enough to buy what it needs. But our state and national governments have started social-security programs★ to help families that suffer those misfortunes. This is another way in which we try to give everyone a decent share of the nation's goods.

TWO JOBS AHEAD

What should be our goals for the future? The Twentieth Century Fund, an organization which studied this question, says: Many Americans need better medical care and schooling; one family in seven needs better food; one family in three needs better clothing and housing.

The Fund says we have two jobs to do.

First, we must make still more goods to fill these needs. We have the men and skills and machines to do so.

Second, we must see that the goods reach the people who need them.

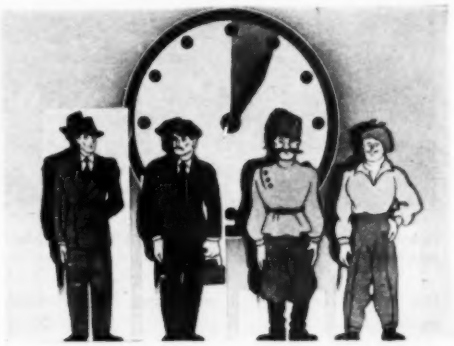
We have succeeded better than any other nation in sharing the goods we produce. Can we find a way to do this job even better?

★ Means word is defined on page 36.

Productivity—KEY TO PLENTY

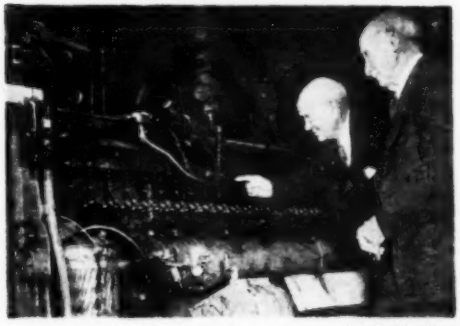
• How did we achieve our present high standard of living? One word offers the key to the plenty we enjoy. That word is *productivity*—America's industrial "know-how," imagination, and hard work. These pages present a condensation of the film, *Productivity, Key to Plenty*, produced by The Twentieth Century Fund and Encyclopaedia Britannica Films.

1. Most of us take for granted modern conveniences—the gadget-covered stove, the telephone, television, Dad's new automobile, the deep freezer. But it didn't just "happen"!



2. Let's compare America with other countries in terms of what the individual can buy for a given amount of work. The American worker gets far more for his labor than others do.

3. Go back a century, to 1850. Here's a man making a bottle—beautiful perhaps, but done slowly, by his lung power.



Corning Glass Works

4. Today, machines like this one can turn out four thousand bottles an hour. Can you see already why our life is so rich?

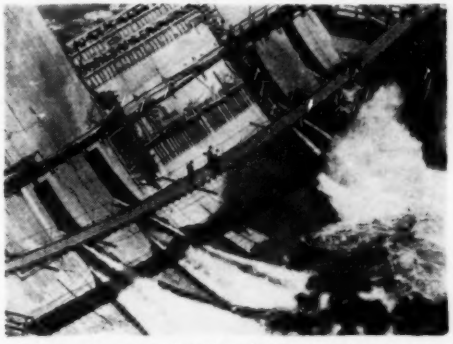
5. Now go back to 1850 again. Here's a blacksmith with his hand tools and hand-operated forge. A hand process like this took skill . . . and it took strong arms and sturdy shoulders.

6. In 1850 here's how work was divided among animal power, man power, and machines driven by wind, water and fuels: animals, 50 per cent; men, 20 per cent; machines, 30 per cent.

7. Taking all the work that was done, an average worker turned out 27 cents worth of goods and services for each hour worked.

8. But times were changing. More coal was dug. Steel replaced iron. Steam engines, electricity, new machines came in.

9. By 1900 here is how our work was shared: animals, just over 30 per cent; men, roughly 15 per cent; machines, over 50 per cent. Output per man-hour: 56 cents in goods, services.



10. Putting resources of earth and water to work was part of the answer. We built dams to harness water power, produced oil to run trucks, tractors, automobiles, ships, locomotives.

Endicott Johnson

11. Power, and the skill to use it! Machines created new industries and higher standards of living for everyone. Machines did away with some jobs, but also created many new ones.

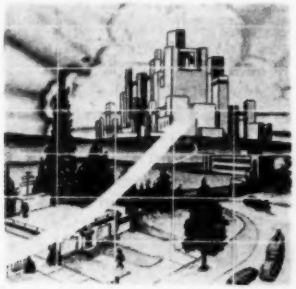
12. Today our sources of energy are: animals, two per cent; men, a little more than two per cent; machines, 94 per cent. Output per man per hour had multiplied five times since 1850!

International Harvester

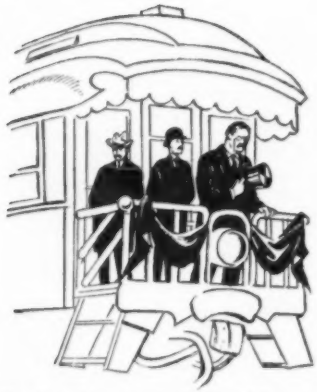
13. Our productivity has given us a standard of living unmatched anywhere.

Westinghouse

14. So far the record is good. But we must go on finding new methods.



15. What's ahead is up to all of us. Productivity is the key to plenty!



The first thing I remember vividly was the funeral train of President McKinley.

One man's memories of the past 50 years

"I Saw This Happen"

By M. R. Robinson
Publisher of *Scholastic Magazines*

I WAS a small child when the twentieth century was born in 1900. The first thing I vividly remember was President McKinley's funeral train. History books tell me it passed on the morning of September 18, 1901.

At the foot of our street, Wallace, in a Pittsburgh suburb, we waited for the train. We wrapped coins in paper or rags to be turned into souvenirs by being run over by the funeral train.

As I crossed the track, I caught my foot in a switch. An older brother rushed out and rescued me, leaving one of my shoes to be run over by the train.

The train, draped in black, moved slowly past. The new President, "Teddy" Roosevelt, stood on the back platform holding a silk hat over his heart. The crowds were solemn. But I was thrilled. I had seen the President.

I remember gaping wide-eyed at the first automobile in our part of town. Fifty years ago automobiles were as scarce as were television sets the year you entered first grade. I was past ten before I got a ride in an auto. That was when my Uncle Al became the talk of the neighborhood by buying a two-cylinder Maxwell.

When I was in grade school I went several times to the "World's First Motion Picture Theatre—The Nickelodeon." It was opened in June, 1905, on Smithfield Street, Pittsburgh, Pa. There were "flickers" as part of vaudeville shows ten or twelve years before that, but 1905 was the year of the first movie theatre. And the "Nickelodeons" (so-called because admission was 5 cents) soon spread to every town in the U. S. and to almost all corners of the world.

I remember when my mother had saved enough money to buy a set of aluminum cooking utensils. It was one of the first aluminum sets in our neighborhood. Visitors flocked in to see mother demonstrate how she cooked with the pot and pan and how easily they could be cleaned.

Another big event in our house was the night my dad brought home a pump-it-by-hand vacuum cleaner. Mother said Dad was out of his head. She preferred a broom to "pumping." But, oh, the excitement a few years later when Dad appeared with an *electric* vacuum cleaner. Mother was then overjoyed. Dad announced that the carpets and rugs wouldn't even need to be beaten any more. We boys whooped with delight, but Mother was unconvinced. The rug-beating went on for many years longer.

Perhaps these memories and others may help you realize how much your everyday life can change in a few years.

Uncle Al bought a two-cylinder Maxwell, became the talk of the neighborhood.

For example, when I was a boy there was no such thing as a five-and-dime store. The A & P, even in big cities, was a man with a horse and wagon. None of us had ever heard of a motor bus. No farm boy had seen a tractor. Not for years would I hear music and voices over the "wireless," which later became known as "radio."

In whatever U. S. city or town I might have lived as a small boy, there I would have seen, and perhaps have known, some man whose name has become one of the symbols of our country's march to industrial greatness.

THE WRIGHT BROTHERS

I'll mention only a few. I could list hundreds.

Had I lived near Kitty Hawk, North Carolina, in 1903, I probably would have seen the Wright brothers fly the first airplane.

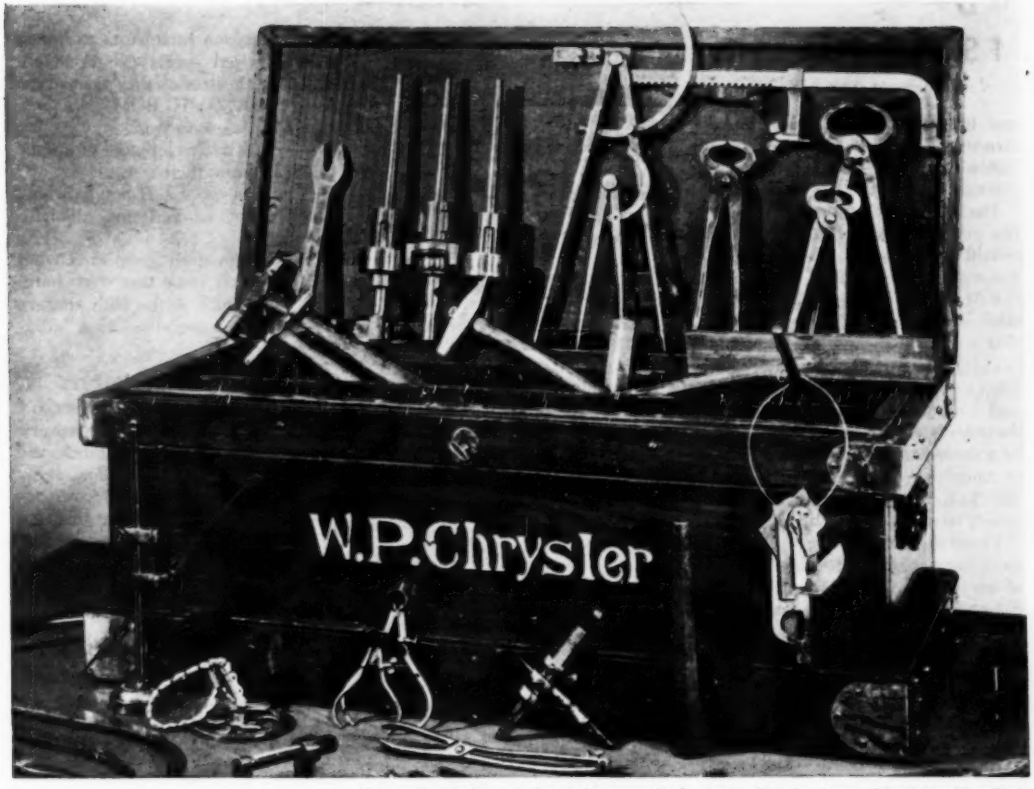
Had I lived in Detroit, I might have hung around and watched Henry Ford in his little machine shop, experimenting with machine-made parts and assembly lines that would make possible a low-cost auto.

I happened to be born in Wilkinsburg, Pennsylvania. Not far from where I lived was the Pittsburgh home of a man named Andrew Carnegie. He had built a great steel business, had sold his mills to the newly formed U. S. Steel Corporation, and was devoting his life and money to the spread of education, especially libraries.

I remember a whiskered gentleman named Henry J. Heinz. His green pickle trademark was already well known. But to us he was a person as well as the name of a business. He came frequently to our Sunday School, which was near his home.

Other neighbors of Mr. Heinz near

(Continued on page 16)



Walter Chrysler's original tool chest—on display in the Chrysler Automobile Salon, New York

The tools that money couldn't buy

Walter Chrysler made them himself. He was 17, working in a railroad roundhouse. His mechanic's fingers itched for a kit of tools of his own. So young Walter took steel and made his own.

As he shaped them, he shaped a dream as well. It was a special American kind of dream—free-ranging imagination anchored to solid things like common sense, working a little harder, making things a little better. And asking no odds of anyone.

It led Walter Chrysler to success in railroading when he was young. It led him to study the automobiles of the day. Why couldn't a man build *better* cars than any known—nimbler, safer, more comfortable, handsomer.

So, 25 years ago, Walter Chrysler introduced the first Chrysler car. What he did changed the whole pattern of American motoring. He changed it with high-compression engines, 4-wheel hydraulic brakes, all-steel bodies, new ways of distributing weight for better riding . . . many originations the entire automobile industry eventually followed.

As Mr. Chrysler's birthday, April 2nd, approaches and as Chrysler Corporation this year observes its own 25th anniversary, it is fitting to pay this tribute to Walter Chrysler and his creative genius.

And the tools of his earlier mechanic's days? I remember when he found them in his mother's house. It was long after he had asked me to work with him. He brought the tools back from Kansas. A few of them needed fixing and he asked me to fix them. It was a compliment I have never forgotten.

The qualities Mr. Chrysler put into his own tools still mark the great organization he founded. He built not merely material things; he inspired men with a zeal to carry on his splendid ideals.

Chrysler Corporation is still young enough to feel his inspiration. He wished this company always to be a producer of fine automobiles of great value.

And those of us who were privileged to work with him believe that the new Plymouth, Dodge, De Soto and Chrysler automobiles live up to his tradition.

It is a tradition uniquely American—to live and work with the idea of finding better ways to make what people want.

K. T. Keller
President

CHRYSLER CORPORATION

Fine Automobiles of Great Value PLYMOUTH DODGE DE SOTO CHRYSLER

Airtemp Cooling, Heating, Refrigeration **Chrysler** Marine & Industrial Engines **Dodge** Job-Rated Trucks **Oilite** Powdered Metal Products **Mopar** Parts & Accessories **Cycleweld**

I Saw This Happen

(Continued from page 14)

our little town were a man named Armstrong (Armstrong cork and linoleum) and another named George Westinghouse.

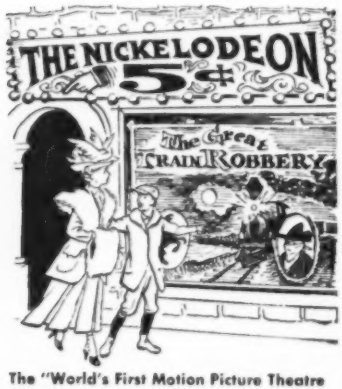
Had we lived in some other part of the city of Pittsburgh, we probably would have known others (like the Jones and the Laughlins, the Olivers, the Mellons, the Byers, and so on) who were building the industries that made Pittsburgh world-famous.

Later I did know Mr. George H. Clapp. With Col. Alfred E. Hunt and Charles M. Hall, discoverer of the process of aluminum manufacture, he founded the Aluminum Company of America. (Mr. Clapp, along with Mr. A. K. Oliver, later provided the money to start *Scholastic Magazines*.)

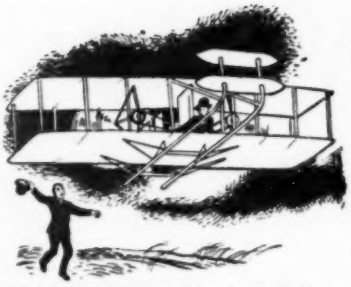
Those are some of the things that were happening in the small corner of our country where I lived as a boy. Everywhere across the land the builders of America's industries were at work. They were driving ahead—just as the builders are today—seeking new ways to produce and distribute more and more goods and comforts to more and more people.

When World War I came to America, I was in college. I chose the Army. There I became aware of the industrial might of our country as it poured guns and supplies into our camps and the battlefields of Europe.

At war's end, I went back to college. I remember a war-buddy's telling me he was going to work for something called "Frigidaire." Through him I got my first view of an electric refrigerator.



The "World's First Motion Picture Theatre —the Nickelodeon" opened in June, 1905.



The Wright brothers flew the first plane in 1903 at Kitty Hawk, North Carolina.

On election night in November, 1920, in Pittsburgh, another war-buddy and I sat in his attic with a "crystal set" radio. We listened (each holding an earphone) to a radio station (KDKA) broadcast election returns for the first time in history. (Republican Harding won over Democrat Cox.)

Less than three weeks before that election night, I had stood excitedly —with my associate Ray McPartlin— in a small print shop in Pittsburgh. There I took from the press the first copies of *Scholastic*.

A couple of years later I took out a charter subscription to a magazine that was to be called *Time*. Four years later, in 1927, I entered a subscription for a little-known magazine called *Reader's Digest*. Both were to become "publishing miracles" of the half-century.

THE FIRST TALKIE

Around that same time, 1927, I saw the first "talkie" as Al Jolson sang in *The Jazz Singer*.

Radio was then only a few years old. I was one of several millions who listened to the radio announcer describe Lindbergh's take-off the night of May 20, 1927, when he left New York for Paris and became the first to cross the Atlantic alone by airplane.

All of you were born after 1930—most of you after 1934. Think of what has already happened in your short lifetime!

Here's a sample:

. . . the worst war in all the world's history.

. . . mankind's second attempt to build a world league (the U.N.) to stop war and better the living conditions of the world's people.

. . . the jet plane . . . and planes that speed faster than sound.

. . . television broadcasts to homes and televised sports events broadcast into theatres as they take place.

. . . the ATOMIC BOMB—its creation *and* its use in war.

. . . the first development of atomic energy for productive use.

. . . and now, the H-bomb—which is a force that could destroy all civilization.

Those are merely samples of what has happened since you were born.

The first half of the 20th century has been well described as a "miracle of production."

THE SECOND HALF

What will *you* do with the second half of this century? The discovery of atomic energy and the thousands of other advances in science, engineering, and agriculture offer opportunities for progress even greater than that of 1900-1950. What you see and do, and what happens to you between now and sunrise on January 1, 2000, is largely in your own hands.

I hope you will keep the freedom that lets men build with vision and without fear.

I hope you will keep from our land any dictator who may raise his poisonous head. Dictators are the mortal enemies of democracy.

Without democracy there is no freedom. It was *free* men and women who built our country and made America great. It will be *free* men and women who will bring to the entire world the highest level of civilization that man can attain.

To you who will make the second half of the twentieth century whatever it becomes, we of the first half say "good luck, and God be with you."

On a crystal set we heard election returns broadcast for the first time in history.

The Miracle of America

These pages tell you:

★ ***WHY AMERICANS LIVE BETTER***

★ ***HOW MACHINES MAKE JOBS***

★ ***WHY FREEDOM AND SECURITY GO TOGETHER***

Approved by the representatives of Labor and Management

In cooperation with the *Scholastic Magazines* and the Advertising Council the following companies have made possible the inclusion of these special pages because they portray so dramatically the progress of our nation under the free American economic system and because the great improvement in the living standards of our people during the first half of this century is so much a part of the story of this special issue:

Bristol-Myers Company, Crane Co., E. I. du Pont de Nemours & Company, General Mills, Inc., and The Quaker Oats Company.

"The Miracle of America" was written as a public service by Alton Ketchum.

It all started . . .

when Junior looked up from his homework:

"It says here America is great and powerful on account of the American economic system. What's our economic system, Dad?"

Dad put his paper down and appeared to be thinking hard.

"I'd like to know, too," Mother put in. "I think in these times *every* American ought to be informed about what makes up the American way of life."

"So do I," Sis added.

"Well, I could give you all sorts of answers," Dad said. "But maybe we ought to get the story straight from the one who knows it best."

"Who's that?" asked Junior.

"You'll recognize him all right," Dad said. "Let's go!"

So they did . . .

Junior gasped. "Gee whiz—I know *him*!"

"Uncle Sam," Dad began, "my boy here wants to know what makes America great. You know—our economic system and all that. Fact is, I guess we all do."

Uncle Sam smiled. "All right," he said. "Couldn't have come to a better place. I suppose the story starts with the *kind* of people we are—originating from many lands, but mostly adventuresome, hard-working and sharing a common belief in God and the dignity of the individual. But let's talk only about the economic part of it. . . .

"How do we make a living? . . .

"That's what economics is, you know. The study of how men make a living. Let's go back to the early days.

"Well, like all people in a new country, we Americans needed food, clothing, and shelter.

"At first, each pioneer family supplied nearly all its own needs. It was a hard life.

"As long as we lived apart, we had to work from dawn to dark to build homes, raise food, and weave cloth.

"But when we began to gather in groups of several families, we found it was easier for each man to do just one thing and do it *well*. One could build houses, another could raise food, a third could weave cloth

"Then the whole group could have more of everything because each man could produce better and faster."

"Weren't most of the early settlers poor people?" Sis asked.

"Yes, by our standards today," said Uncle Sam. "But for that matter, the greater part of the human race has been poor for ages. In most countries, famine and want are always just around the corner.

"Even in America comforts and conveniences used to be scarce.

"Only a very few rich people could enjoy the things that today we take for granted. They cost more than the average man could afford.

"Why? Because everything was made by hand—slowly. There was little progress.

"This had been true for thousands of years. Just think—George Washington couldn't travel a bit faster or more comfortably than Julius Caesar did. There had been hardly any improvement in transportation for over 1,700 years!

"The daily output of the metal-worker or wood-worker was so low that they *had* to charge high prices for their products.

"Then came the American Revolution, in which we won our freedom of speech, the press, assembly, and religion. Everywhere men were demanding the right to think and act as they pleased.

"They wanted a new economic freedom, too. And especially here in America, the land of opportunity, millions *found* it.

"You can't stop a really free people when they put their minds to a problem.

"This time the problem was:

"How could we get more of the things we needed—make them faster and at lower cost?

"WE DID IT IN THREE WAYS . . .

"First, we developed new kinds of power

"In the early days, men and animals did most of our work.

"We even used the wind to run our machines.

"Then we began to use water power to turn millstones

and run looms. But in some places no water power was to be had.

"We needed something better. Our inventors and business men kept testing and trying. There would be big rewards in our free market for reliable power that could be used *anywhere*.

"At last we had it—thanks to an ingenious Scotsman—James Watt. He invented an engine driven by steam made from coal!

"Later still Americans developed engines run by gasoline and electricity.

"Now we're looking for ways to use atomic power.

"Today we use nearly 29 times as much power as we did a century ago.

"Even in 1900, half the work of America was still done by sweating, straining animals and men.

"By 1944, the horse had nearly vanished from our streets. Animals supplied only 2 per cent of our work energy, men only 4 per cent. Power driven machines had taken over more than 90 per cent of the burden!

"Year after year, more and more power has been used to run our machines. The cheaper and more efficient that power becomes, the more we can use it and the greater is our production each hour!

"Second, we invented and used new machines

"Americans are known as inventive people. Why? Because we have had the incentive★ to profit by making improvements—and backing them with our savings.

"When our people realized that they were free to shape their own destinies★, they began to devise machines which multiplied each man's work power.

"In 1799, Eli Whitney, inventor of the cotton gin that did 50 men's work, made history with an order for muskets awarded by the U. S. Army. Instead of building each gun separately, he turned out standard parts which could be used interchangeably on *any* gun.

"Hearing of this, the clocksmith Eli Terry started to make clocks on the same principle. With all the laborious fitting eliminated, he found that he could sell clocks for $10 apiece instead of the regular $25. In three years, he and his partner, Seth Thomas, sold 5,000.

"Eli Terry saw that if he cut his costs by mass production, and distributed a bigger volume★ more widely, he would benefit more people and make more money. And it worked out exactly that way!

"Pins had long been made by hand, selling as high as 20 cents each. Then a Connecticut man perfected machines to make *two million pins a week*!

"Down through the years, Americans invented hundreds of thousands of work-saving machines.

"Of course, it takes money to make and install those new, labor-saving machines in factories—more money than any one man could afford. A machine for one worker often costs thousands of dollars. So the owner took in many *partners*—thrifty men and women who received *stock* in exchange for their money. All these *partners* joined to form a *company* which they owned together. In order to make a profit in competition with other companies, they had to turn out better and less expensive products.

"With new kinds of power, work-saving machines and ways of financing them, the American economic system was on the march. But we added still another ingredient. . . ."

★ Means word is defined on page 23.

"Third, we became more skillful at our jobs

"The same new freedoms that made Americans ingenious and inventive made us better and better workers —no matter what our jobs.

"The planners and managers of industry found new and improved ways of designing factories and work flow —so that goods were turned out more quickly and cheaply.

"They found new and better ways to get those goods from the factories to the stores and into the homes. Advertising and selling opened up bigger markets by telling the story to millions.

"And the individual worker became steadily more skillful at his job. He realized that the more he could produce during the hours he worked, the more he would increase his own value. When many workers did that, it added up to national prosperity!

"Labor unions and collective bargaining* strengthened the worker's sense of security and improved working conditions.

"Eventually America developed the greatest group of skilled workers and technicians the world has ever seen.

"New power—new machines—plus constantly increased skill of both managers and workers began to turn scarcity into ABUNDANCE!"

"How have power machines and greater skills affected prices?" Mother asked.

"Let's take one example," Uncle Sam said.

"Back in 1839, William Underwood made tin 'canisters' or cans by hand-soldering at the rate of about six per hour. These were so expensive that they were saved and re-used many times.

"Today, one automatic machine can produce up to 21,000 cans per hour. They cost so little they are used by the millions.

"That's the way it went. With *better* machines, *more* use of power and *greater* skill, each machine worker could raise his productivity* per hour.

"The more units the management-labor team could make per hour, the lower the cost, and the more people could afford to buy them!"

"What have these things done to wages and hours?" Dad wanted to know.

"The hand-worker usually had to toil 12 to 16 hours a day to make a living," Uncle Sam replied.

"But with machines, he could make products worth much *more* in a lot *less* time.

"So now he only has to work eight hours a day to make a much *better* living than the hand-worker ever knew!

"Better machines and management-labor cooperation have made it possible to raise wages and shorten hours over the years."

"Do machines take away jobs?" Sis inquired.

"No indeed!" Uncle Sam declared. "In the long run . . .

"MACHINES *make* JOBS!

"When the Industrial Revolution began, it went ahead so fast that some hand-workers did lose out to the

machines. This usually happens when machines come in. But it's only temporary.

"*Soon thousands of new jobs open up!* Because that's what always happens in the long run.

"For instance, a million jobs in the horse and buggy business have been replaced by an estimated 6,380,000 new jobs in making, selling and servicing automobiles.

"Today there are more people just *making* machines than were engaged in *all manufacturing* a hundred years ago.

"In the past 70 years, of all the new industries which have sprung up, just 14 of them* give employment, direct or indirect, to an estimated 13 million workers.

"In older industries, the number of workers has increased, too. In the period from 1870 to 1930, jobs multiplied by

"–6½ times in the glass industry . . .
"–almost 5 times in the food industry . . .
"–over 2¾ times in the textile industry . . . and
"–over 5 times in the lumber and furniture industries . . . while
"–in the same period, population increased only three times.

"Today, most people know that the machine isn't an enemy, it's a friend–and that *anything* which helps us to turn out more work adds to our strength and prosperity.

"So you see," Uncle Sam went on . . .
"The mainspring of the high American standard of living is

"High and Increasing *Productivity*!

"It is because we Americans *produce* so much better for every hour we work that we *earn* more and can *buy* more.

"This chart at top right shows how much an average American worker and an average Russian worker could buy, if *each* spent his whole week's wage for *one* basic food item.

". . . And the end is not yet. We have learned that *in the long run*

> *"When output per hour goes up, prices drop, so more people can buy and all of us gain.*
> *"But when output per hour goes down, prices rise, so fewer people can buy and all of us lose.*

"Of course, there are unusual periods when these principles don't seem to work–times when business is far above or far below normal. But over the long pull you'll find that these rules of productivity *do* apply.

"On the average, productivity has increased in the United States almost one fifth every 10 years since 1850.

Adapted from U.S. News and World Report

We topped this in the 20 years, 1920-1940, and we can do it again!"

"Can we keep right on doing it?" Dad asked.

"We certainly can!" Uncle Sam replied. "If everybody who plays a part in making things will team up to do it, we can raise productivity so far and so fast that we can share the benefits and have real security for *all* our people."

"*Freedom and Security Go Together*" —Uncle Sam asserted.

"Men follow two great impulses–to be politically free and to be economically *secure*.

"In America we have won political freedom and we are winning economic security.

"Dictators promise security if the people will give up freedom.

"But experience shows that freedom and economic security *must* grow together.

"The history of the United States proves it.

"The best measure of what the average American gets is in what one hour's labor will buy. First let's see how much labor an average factory worker had to give to earn some typical products in 1914, compared with how much it took to earn much better products in 1948.

	1914	1948
MEN'S WORK SHOES	9 hours	3½ hours
BABY CARRIAGE	41 hours	18½ hours
ELECTRIC LIGHT BULB	102 minutes	7 minutes
ELECTRIC FAN	49 hours	4 hours

"Such improvement is practically a law of life here in America. We assume that in the long run things will get better and cost less."

* Automobiles, Electric Machinery, Rayon Products, Gasoline and Oil, Rubber Tires and Products, Refrigeration, Radio and Phonographs, Aircraft, Tin Cans and Tinware, Aluminum Products, Ice Cream, Cash Registers and Computing Machines, Lighting Equipment, Typewriters.

***"Now let's summarize,"* said Uncle Sam.**
"And I think you'll agree

"THIS IS PROGRESS!

"The American System has:

"1. Increased the real wages* of American workers (wages in relation to prices) to three and a half times what they were in 1850.

"2. Reduced hours of work from an average of about 70 hours a week in 1850 to around 40 today.

"3. Increased share of the national income* paid out in wages and salaries from 38 per cent in 1850 to about 70 per cent today.

"4. Increased number of jobs faster proportionately than the growth of population. In 1850 out of each thousand persons fewer than 320 were gainfully employed. Today, this has risen to 420 out of each thousand.

"5. Raised national income (the total of what all Americans take in) from about 7 billion dollars in 1850 to about 215 billion in 1944 (figured in dollars to today's purchasing power).

"HOW? Well, the average worker can produce about five times as much per hour as in 1850 without expending any more energy than he did then. That's why net output of goods and services increased 29 times from 1850 to 1944, though working hours were much shorter and the population only six times greater.

"If we were still producing at the 1850 rate per hour, we would need over 300 million workers, each putting in 43 hours a week, to produce as much as we did in 1944!

"Even so, we should never get over-confident," Uncle Sam continued. "Our system isn't perfect . . .

"Maybe that's because it's geared to human nature, which isn't perfect either.

"But it is because our American System *is* realistic—because it satisfies so many deep-down *human needs*—that it is so successful.

"True, we still have ups and downs of prices and jobs. We have a housing shortage. Poverty is still with us.

"But we can solve those, as we have solved so many other big problems, because little by little, we are learning more about how to deal with our economic difficulties.

"For example, during the past half century Congress has enacted anti-trust laws, credit controls, federal insurance of bank deposits, a farm program and mortgage guarantees. A vast system of retirement plans set up by private industry supplement the social security law.

"We are constantly trying to find better solutions. And we will! We're not afraid of new methods.

"Progress is our middle name!"

Dad looked up at Uncle Sam.

"Well, you sure answered all our questions. And I know we're going to be better Americans now that we know what we've got and how wonderful it is."

"The main thing is—to make it *work still better*," Mother said.

"That's right!" Uncle Sam agreed. "And we *will* if we all understand that the social and economic system which assures individual freedom will always use its human and natural resources best. Extra reward for extra effort encourages each person to improve himself and those around him. We've come a long way under that system. And there's just no limit to how much *further* we can go!

"The Better We Produce, The Better We Live.

Challenge of the Future

"Our system has given us many wonderful things," Uncle Sam said, "but we still have a long way to go before every man, woman, and child of us can count on what we dream of for everybody—a job, a decent living and a sense of real security. *Even if we do no better* in the future than we have in the past, the record of our actual performance shows that: IF we have no major depression, IF we are at peace, IF we go on increasing our productivity (and sharing the benefits) as we have in the past, we can have by 1960:

"MORE JOBS
About 65 million Americans at work.

"BETTER WORKING CONDITIONS
Shorter working hours wherever increased productivity makes it possible.

"MORE VACATIONS
At least two weeks' vacation for every employed person.

"HIGHER INCOME
Income per person in buying power more than 40 per cent higher than in 1940.

"MORE AND BETTER HOUSES
Over 15 million new homes built.

"BETTER SCHOOLING
At least two years of high school for every child in America.

"MORE AND BETTER FOOD
Better average diets: More milk, fruits, vegetables.

"GREATER SECURITY
Three and a half times more money available for old-age and unemployment insurance than in 1941.

"But we ought to be able to do even better in the future than we have in the past. If we all work together to increase our productivity, then we can spread its benefits through increased wages, lower prices, shorter hours, more jobs and better collective bargaining, as well as a sure, adequate return to investors and owners. Only in this way can we hope to level off the ups and downs of prices and jobs, lessen the chances of recurring depressions, reduce industrial disputes and enjoy the good things for all which our economic system *can* give us!"

STARRED ★ WORDS

Words starred★ in this section are defined here.

collective bargaining. Discussions between employers and labor union representatives speaking for the employees. In these talks, the two sides try to reach agreements on the wages, hours, and working conditions of the workers. Usually each side must give in on some points so that they can come to terms, or "strike a *bargain.*" The labor union representative speaks for all the workers who belong to the union. The final agreement is a *collective* one, which affects all the union members.

competition (kom-peh-TIHSH-uhn). Noun. The rivalry between two or more business firms or industries, each trying to sell its product to the customer.

compulsory (kuhm-PUHL-soh-rih). Adjective describing something which people are forced or required to do.

contract (KON-trakt or kuhn-TRAKT). Pronounce *o* as in *not; a* as in *at.)* Verb. To make an agreement between two parties in business that can be enforced by law.

destiny (DEHS-tuh-nih). Noun. The future of a country or a person. Destiny sometimes refers to an unknown force which may decide what will happen in the future.

free market. Commercial activity in which businessmen are not restricted as to where they may sell their products or how much they may charge.

incentive (in-SEHN-tihv). Noun. Something which makes a person decide to act. It applies especially to a reward which a person expects to obtain by hard work in a certain job or activity.

industrial displacement (in-DUHS-trih-uhl dihs-PLACE-ment). Elimination of a worker's job, either because improved machinery has made his work unnecessary, or because the factory has been moved to some other place.

mechanization (MEHK-uh-nih-ZAY-shuhn). Noun. The process of introducing machines into industry, especially using machines instead of people.

monopoly (moh-NOP-oh-lih. Pronounce *o* as in *not.)* Noun. Complete control by one company or group of the means of producing and selling a product.

national income. The total earnings of all the people and all the business companies of a nation.

national security. The safety of a nation in wartime, or of a nation's military secrets in peacetime.

productivity (PROH-duhk-TIHV-uh-tih). Noun. The ability of industry and agriculture to produce useful goods. It is usually measured by the amount of output one man can produce in one hour.

progressively (proh - GREHS - ihv - lih). Steadily changing.

real wages. Wages measured in terms of what they will buy. When prices go up and a man receives the same wages as before, his *real wages* have gone down because his money will buy less.

technological society (TEHK-nuh-LOJ-uh-kuhl soh-SI-uh-tih). A nation or large group of people whose way of living is based on industrial production through the use of applied science and machines.

volume (VOL-um. Pronounce *o* as in *not; u* as in *use.)* Noun. An amount; a quantity.

Platform For All Americans

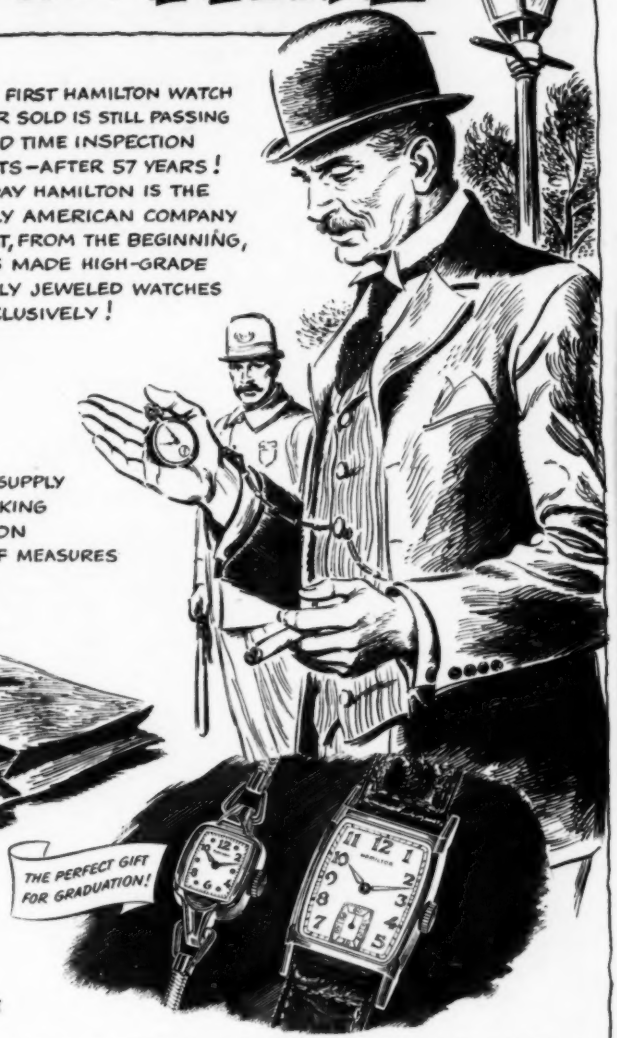
Here is a 10-point platform on which all Americans can stand. It is part of a campaign of public information conducted by The Advertising Council, Inc., for a better understanding of the American economic system. The points are really goals or ideals which we have been able to realize in varying degrees. But in the case of every one, we can do better in the future than we have in the past. This platform has been endorsed by the Council's Public Policy Committee, whose members represent all walks of our national life.

1. **Freedom of the individual to work in the callings and localities of his choice.**
2. **Freedom of the individual to contract* about his affairs.**
3. **Freedom of the individual owner of property to start and manage an enterprise, to invent and profit, to invest, to buy and sell in a free market* — insofar as this freedom does not conflict with the public interest.**
4. **Freedom of the individual to speak, to inquire, and to discuss.**
5. **Protection for the individual—by public or private means—against the basic hazards of existence over which he may have no control.**
6. **Government action in economic affairs when necessary to ensure national security* or to undertake socially desirable projects when private interests prove inadequate to conduct them.**
7. **Freest possible competition* consistent with the public welfare—and no uncontrolled monopolies* of any kind.**
8. **Free collective bargaining—the right of labor to organize and to bargain collectively with employers.**
9. **Expanding productivity as a national necessity. American experience has proved that it is in the long-run interest of all: (a) to pay labor progressively* higher wages in relation to prices; (b) to do this by progressively increasing productivity per man-hour through the application of constantly greater mechanization*, power, efficiency and skill in the processes of production and distribution; and (c) to reduce hours of labor and improve real income while increasing the volume of production and distribution.**
10. **Increased recognition of human values as a prerequisite to better living. As a technological society* develops, it inevitably produces a varying amount of industrial displacement* and unemployment. While no solution of this problem has been found, the American people have sought to deal with it, not through compulsory* assignment of laid-off workers to other tasks but through such devices as unemployment insurance, employment services, vocational retraining, public works, community employment projects, and family welfare programs. But much more remains to be done.**

It's about TIME

THE FIRST HAMILTON WATCH EVER SOLD IS STILL PASSING RIGID TIME INSPECTION TESTS—AFTER 57 YEARS! TODAY HAMILTON IS THE ONLY AMERICAN COMPANY THAT, FROM THE BEGINNING, HAS MADE HIGH-GRADE FULLY JEWELED WATCHES EXCLUSIVELY!

THIS GIRL IS HOLDING A TEN YEARS' SUPPLY OF SPECIAL STEEL ALLOY USED IN MAKING THE SMALLEST SCREW IN A HAMILTON WOMAN'S WATCH. THE SCREW ITSELF MEASURES ONLY 26/1000 OF AN INCH LONG!



WOMEN HAVE TWICE AS MUCH TROUBLE WITH THEIR WATCHES AS DO MEN. AND ONE OF THE MAIN REASONS IS THAT THE LADIES INSIST ON PUTTING THEIR DELICATE WATCHES INTO THEIR HANDBAGS, WHERE POWDER CLOGS THE WORKS AND PERFUME VAPORS AFFECT THE WATCH OIL.

• • •

FREE...SEND FOR ILLUSTRATED BOOKLET "WHAT MAKES A FINE WATCH FINE?" HAMILTON WATCH COMPANY, DEPT. J-2, LANCASTER, PA.

SHOWN ABOVE: ***WENDA***—14 K NATURAL GOLD-FILLED CASE AND BRACELET: $64.95; ***DONALD***—14 K NATURAL GOLD CASE: $100.00. YOUR JEWELER HAS A COMPLETE SELECTION OF FINE HAMILTONS PRICED FROM $49.50 UP.

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VOL. 26 NO. 7 MARCH 15, 1950

Citizenship Quiz

These questions are based on articles in this issue. Perfect score is 100. Answers are in TEACHERS EDITION.

1. U. S. AMBASSADOR

Imagine that schools of several foreign nations have invited you to visit them to describe the U. S. Underline the correct endings to each of the following statements. Score 5 points for each correct answer. Total, 30.

1. The U. S. lies in a
   a. torrid zone.
   b. temperate zone.
   c. frigid zone.

2. One of the great natural resources of the U. S. is
   a. water power.
   b. tin deposits.
   c. rubber trees.

3. The U. S. believes that the way to keep its liberty and democracy is to have education for
   a. the rich only.
   b. native born citizens only.
   c. all its people.

4. The U. S. turns out
   a. all the world's steel.
   b. more than half the world's steel.
   c. about one tenth the world's steel.

5. The number of people in the U. S. with jobs is about
   a. 600,000.
   b. 6,000,000.
   c. 60,000,000.

6. The U. S. leads the world in output of
   a. oats and cheese
   b. rice and cacao.
   c. sugar cane and potatoes.

My score_____

2. NEW INVENTIONS

Underline 5 of the inventions listed below that a man 50 years old this year would have seen used successfully for the first time. Score 3 points for each. Total 15.

television, telegraph, electric refrigerator, radio, airplane, telephone, steam engine, talking movies, telescope, cotton gin

My score_____

3. NATIONS IN THE NEWS

Match each nation in the upper column with the news description which fits it best in the lower column. Score 3 points for each. Total, 15.

a. Britain
b. Canada
c. France
d. Japan
e. U. S. of Indonesia

__1. received a loan of $100,000,000 from the U. S.
__2. signed a 50-year water falls treaty with the U. S.
__3. children of its capital sent a gift to India's Prime Minister.
__4. is looking for uranium on the island of Kerguelen.
__5. the village of Ae is its first forest village.

My score_____

4. NOSE FOR NEWS

In each group below two of the terms are closely related. One of the three has nothing to do with the other two. Cross it out. Score 5 points for each group you mark correctly. Total, 30.

1. Niagara Falls; electricity; silver mines.
2. steel; equinox; molten pig iron.
3. spring; winter solstice; March 20.
4. searchlights; bananas; sugar cane.
5. television; Antarctica; White House.
6. 25 foreign students; U. S. visit; fight against TB.

My score_____

5. PICTURES TO GUIDE YOU

Score 5 points for each of the following you get right. Total, 10.

My score_____ Total score_____

1. The prime minister of what nation is sending two of these animals to the Washington, D. C., zoo? _____

2. Name the river which connects these two Great Lakes. _____

Junior Writers

A Nose

A nose
Really isn't a thing
To smell with;
It's more like
A crowbar, always
Prying into something.

Edwin Arnold, Grade 8
Redlands (Calif.) Jr. H. S.
Teacher, Harriet Johnson

Burdensome Buying

Do you like to go marketing? Does the search for elusive savings intrigue you? Can you find each and every article on your shopping list by touring a "self-service" super-market only once? Humbly I admit that I cannot.

To enter a brightly-lighted, well-advertised grocery store I must summon all my courage. First I capture a troublesome, cumbersome cart and march forward, apprehensively hunting for the cereal shelf. When I finally behold the desired commodity, I must deal with the question of brands. In a burst of patriotic zeal, I select a red, white, and blue "trip-l-wrap" variety.

With this triumph behind me, I sally forth to the treacherous meat counter. I think, "Only three margins for error this time. Shall it be rib roast, rump roast, or pot roast?"

"What will you have, girlie?" That irksome title comes from the clerk.

I order a pound and a half of pot roast. Naturally the selected cut is ¾ of a pound short, but I accept it and move on dispiritedly.

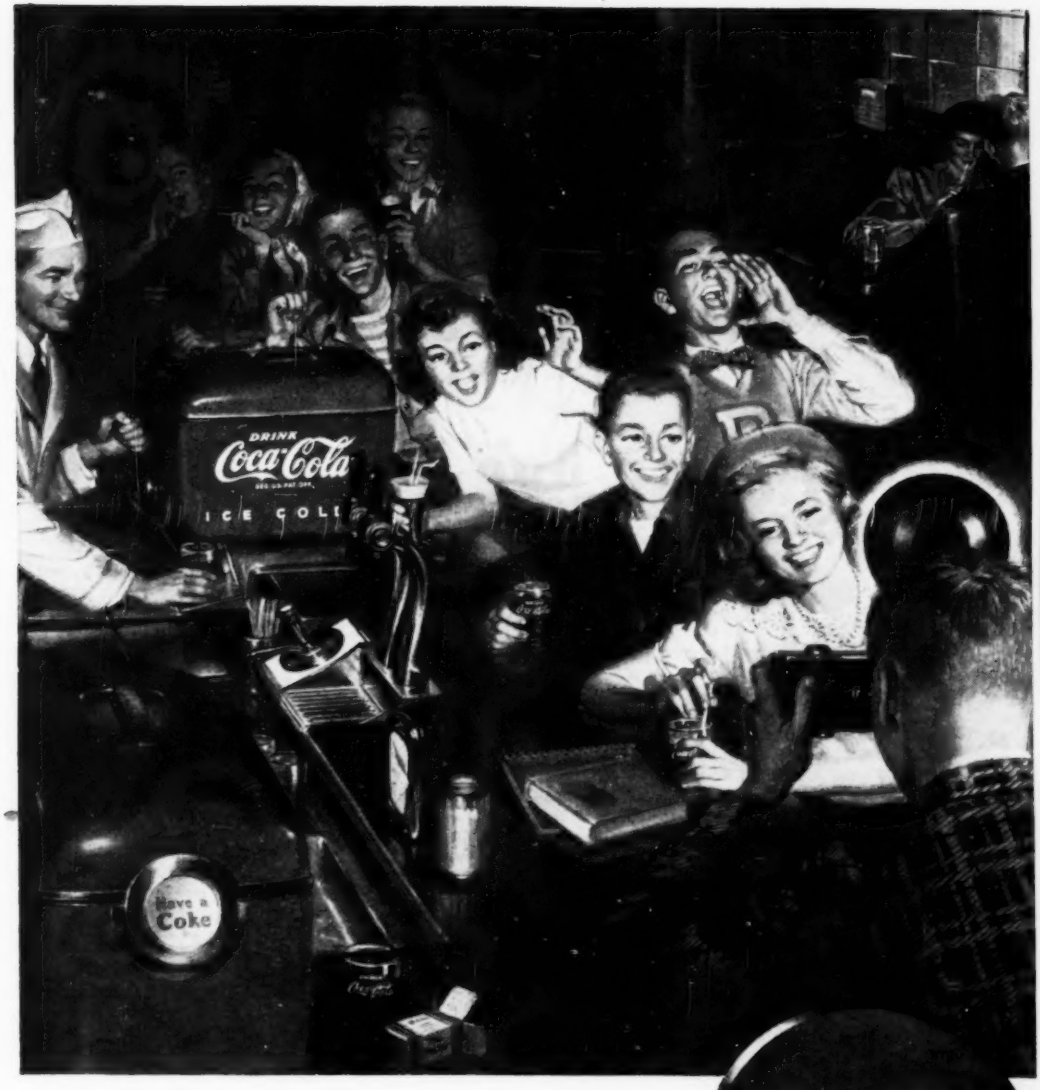
Gradually I accumulate potatoes (I got cobblers—maybe Mother wants russets), butter (I finally discovered it back by the meat counter), and coffee (I grab the last can, only to find it marked "drip," so I must wait for them to grind "regular").

My list complete, I head for the cashiers' counters, pausing on the way to proudly direct a sister-shopper to the egg shelf. I join a line, the longest, slowest-moving one. Finally the cashier accepts my five-dollar bill and I jubilantly leave, clutching my package and uncounted change.

From this typical experience I conclude that buying groceries is a game which combines the thrills of a treasure-hunt, the suspense of a mystery novel, and the frustration of a crossword puzzle. It is also a game at which I am not very skillful.

Ruth Schnur, Grade 9
West Junior H. S., Waterloo, Iowa
Teacher, Marguerite Fowler

Send contributions to: Junior Writers Editor, *Junior Scholastic*, 7 East 12th St., New York 3, N. Y.



Refreshment... Real Refreshment

Looking pleasant is so easy at the soda fountain. There's good humor and good company all around you.

And, before you is *the pause that refreshes* with ice-cold Coca-Cola. That's a lot for 5 cents —a lot of real refreshment.

Coca-Cola
REG. U. S. PAT. OFF.
"Coke"
REG. U. S. PAT. OFF.

Ask for it either way . . . both trade-marks mean the same thing.

5¢

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Bill Tilden

Jack Dempsey

Babe Ruth

Jesse Owens

Wide World photo

Jim Thorpe

Johnny Weissmuller

Bobby Jones

George Mikan

Golden Age Boys

IF YOU will hold still for about five minutes, I'd like to touch you with a ten-foot "poll"—the Associated Press poll of the top athletes of the past 50 years. All the leading sportswriters were asked for their nominations, and here are the results:

BASEBALL: Babe Ruth (253 votes), Ty Cobb (116), Lou Gehrig (8).

BASKETBALL: George Mikan (139), Hank Luisetti (123), Nat Holman (31).

FOOTBALL: Jim Thorpe (170), Red Grange (138), Bronko Nagurski (38).

BOXING: Jack Dempsey (251), Joe Louis (104), Henry Armstrong (16).

GOLF: Bobby Jones (293), Ben Hogan (40), Walter Hagen (29).

TRACK: Jesse Owens (201), Jim Thorpe (74), Paavo Nurmi (31).

TENNIS: Bill Tilden (310), Jack Kramer (32), Don Budge (31).

SWIMMING: Johnny Weissmuller (132), Hironoshin Furuhashi (20), Adolph Kiefer (11).

GREATEST MALE ATHLETE: Jim Thorpe (252), Babe Ruth (86), Jack Dempsey (19).

GREATEST FEMALE ATHLETE: Babe Didrikson Zaharias (319), Helen Wills Moody (20), Stella Walsh (4).

Jim Thorpe, the only double winner in the poll, is practically a myth—on a par with Frank Merriwell and Superman. A full-blooded Sac and Fox Indian, he easily was the No. 1 athlete of all time.

As a football player, Jim could do everything marvelously well—run, pass, punt, drop kick, block, and tackle. He made the All-American twice and set a scoring record of 198 points for one season (1912) that still stands for major college play.

"Old Jim" was also the greatest track athlete of his day, winning both the decathlon (10 events) and the pentathlon (5 events) crowns at the 1912 Olympics. What's more, he was a good enough baseball player to draw big-league pay for six years.

As Thorpe was winding up his big-league career, a husky young Red Sox pitcher was beginning to command attention. His name was *Babe Ruth*. After setting a record of 29 straight scoreless innings in World Series play, the Babe was traded to the Yankees.

The Yankees made an outfielder of him, and the rest is history. Ruth slugged the little apple as it had never been slugged before. His home-run high for one season—60—and his lifetime homer record—714—still stand. All in all, the Babe put in 22 years in the big-time and emerged with a .342 batting average.

Along about this time a fellow named *Bill Tilden* was raising a terrific tennis racket. He won the national singles title seven times, and copped 27 Davis Cup matches!

The Mr. Big in the world of putts and birdies was a pudgy, apple-cheeked young fellow named *Bobby Jones*. Bobby broke into the golf world with a bang at the age of eight and retired 20 years later with a boom.

At 28 he performed the impossible. He won the British Open, the British Amateur, the U. S. Open, and the U. S. Amateur crowns all in one year!

The water whiz of this "golden age" was a tall, muscular gent known as *Johnny Weissmuller*—yeah, the same guy who used to beat his chest and make funny sounds in the Tarzan movies. Johnny broke speed records by the dozen. Though none of them stand anymore, it was Johnny who popularized speed swimming and paved the way for the swifties of today.

In the prize ring there was *Jack Dempsey*, the heavyweight champ with the deadly left hook. On four different occasions Dempsey drew over $1,000,000 at the gate! In 1927, his fight with Gene Tunney drew $2,658,660!

Jesse Owens, the pantherish sprinter, broad jumper, and hurdler, blazed into the spotlight on May 25, 1935. On that epic afternoon he shattered five world records and tied a sixth!

The following year Jesse copped four events in the Olympics. His marks in the 220-yard dash and the broad jump are still world records.

About the No. 1 basketball player—*George Mikan*—little need be said. The greatest scorer the game has ever known, Big George has broken every pro scoring mark and is still rolling along at a 30-point-a-game pace.

On the female side of the field, *Babe Didrikson Zaharias* stands alone. Now hailed as the world's top woman golfer, Babe won her fame in basketball and track. In the 1932 national track meet the Texan girl, just 19 at the time, copped seven first places, tied for another, and placed second in a ninth event! She then went on to win three events at the Olympics.

In addition to golf, basketball, and track, Babe excels in swimming, baseball, tennis, billiards, and bowling.

—HERMAN L. MASIN, *Sports Editor*

America on trial?

...CHEPUKHA!

Every now and then someone mounts the platform and tells us that the American system is antiquated, is out of step with world progress, is on trial.

There is one plain answer to this kind of statement and the Russians have a word for it — "Chepukha." Its definition is everything that Al Smith used to wrap up in the expression, "Baloney."

What country has virtually all other countries knocking at its lunch boxes and safety deposit boxes?

What country is expected to help feed most of Europe — and still maintain the world's highest standard of living at home?

What country outpróduced all other economic systems in World War II, not to mention World War I?

What country's monetary system is recognized throughout the globe as the only real yardstick of value today?

What economic system has provided for its every-day citizens more automobiles, more bathtubs, more telephones, more hospitals, more schools — more proteins, more fats, more starches — than the rest of the world combined?

What economic system gives you freedom to speak, freedom to print, freedom to meet together, freedom from undue search and seizure, freedom to travel, freedom to vote, freedom to worship?

Capitalism on trial? *Chepukha!*

Cities Service is proud of its part in this American system, the most self-reliant the world has ever known, where the growth of business and of the individual is in direct proportion to service rendered in a free competitive market.

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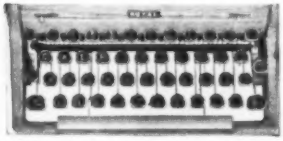
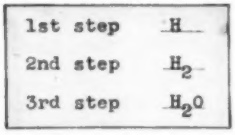
2. Finger-Flow Keys. Shaped to contour of finger tips, keys promote easier, faster typing. Only Royal has them!

3. "Touch Control." On the Royal every member of the family can set touch of the keys to suit him!

4. Speed Spacer. Built-in space bar makes typing more comfortable. No more sore thumbs!



5. The Standard Typewriter in Portable Size. Fully standard keyboard in size, slope, distance between rows of keys and position of controls.



6. Line Finder. Speeds and simplifies between-line writing, as in chemical formulas. Ideal for students.

Bull's-eye News! Only on Gray Magic Royal Portable can you get all these features! "Magic" Margin. Finger-Flow Keys. Speed Spacer. "Touch Control." Locked Shift Freedom. Line Finder. Rapid Ribbon Changer. Automatic Paper Lock. Touch-set Tabulator. Air-flight Case. Complete selection of technical and foreign language keyboards, and a type style for every purpose. *See how easy it is to own one! Go to your dealer's now!*

GRAY MAGIC ROYAL PORTABLE

Made by the world's largest manufacturer of typewriters

"Magic" and "Touch Control" are registered trade-marks of Royal Typewriter Company, Inc.

Right This Way

Lois Adler, who attends Junior H. S. 125, in Queens, New York, asks:

You arrange to meet a friend after school, but her class is kept in late. Do you have to wait for her?

You are making a promise when you make an appointment with a friend, and we all like to keep our promises. But if a friend is very late, it is often inconvenient and uncomfortable to wait for her.

You can solve this problem by arranging that each of you will wait until a certain time. You could make the date for 3 o'clock, and agree that you will wait until 3:15.

Kenneth Jeltema and Don Van Wyk, of West Side Christian School, in Grand Rapids, Michigan, would like to know:

Must a boy carry his date's ice-skates, as well as his own, when he takes her home from the rink?

A boy is being very polite when he offers to carry a girl's skates, or books, or packages. Girls appreciate such thoughtfulness.

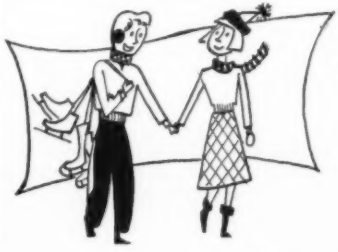
Usually the boy wants to take on the responsibility for doing the "man's job." But a girl should be thoughtful enough to cooperate if she sees that the boy has too heavy a load to manage by himself.

Another reader poses this problem:

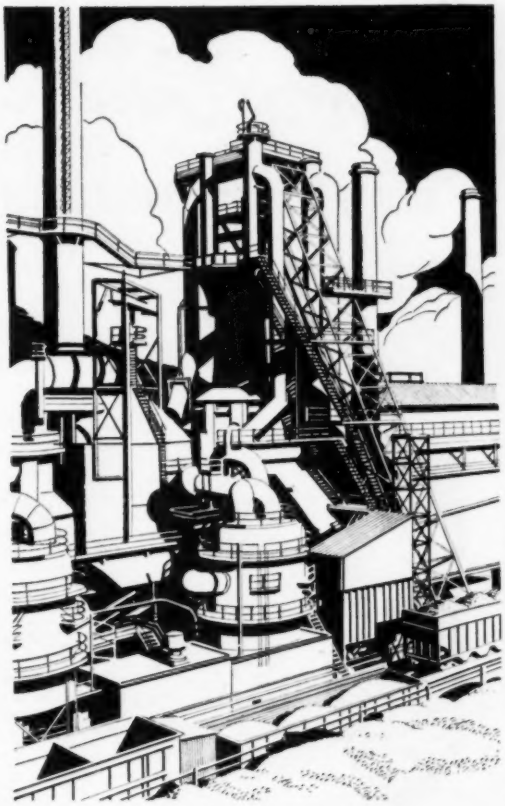
Many of the girls in my class have had parties. They have each invited all the other girls, but they never ask me. What can I do to be invited?

Perhaps the girls in your class feel that you have never been really friendly towards them. You may like them, but you can't expect them to know this unless you show your friendliness. You can show it by being good-natured and pleasant, and joining in with school activities.

You might also plan a party of your own, and invite your classmates. Once they've been to your house, they will want to return your hospitality.



Individual Freedom and Opportunity go together



In the early years of this century, two young steelmen left the security of executive positions with a big company to take over a small, bankrupt steel plant in West Virginia. They had little money . . . their customer list was a blank . . . they were harassed by mechanical failures and a major depression. But they won through to build that small plant into a large steel operation—the Weirton Steel Company.

In 1922, another young man saw opportunity for a small steel processing plant in thriving Detroit. With the backing of a small group, he was able to start one, and from that plant emerged another integrated steel company—Great Lakes Steel Corporation.

Weirton and Great Lakes are now major units of National Steel Corporation—the country's fifth largest steel producer—and the founders of yesterday's small enterprise are at the helm of today's big one.

This is a typical American story. These young men found opportunity, made good use of it, and built highly successful careers. And more—they helped many others find opportunity. The few hundred jobs in their first small plants grew into direct employment for many thousands and indirect employment for many thousands more—providing buying power for all the things that together give America the world's highest living standard.

It is the story, repeated over and over again, that made the American half-century that ended with the dawn of 1950 the greatest era of industrial and technical progress in world history.

And the story can be told only because America was founded on the idea that the individual human being is the most important thing under the sun, and that he must be left free to plan and act for himself.

Many other countries have never believed in individual freedom. Most of the world does not believe in it today. Even in our own country, there are those who challenge individual freedom, saying that, under modern conditions, government can manage better for individuals than individuals can manage for themselves.

Such thinking is contrary to the whole American record. If our country is to go forward in the half-century now starting as it did in the one just ended and the others before it, each individual must have unhampered opportunity—which means freedom—to do his best in his own way.

That is our opinion. What do you, the men and women of tomorrow, think about it?

NATIONAL STEEL CORPORATION

Executive Offices *Pittsburgh, Pa.*

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should have this beautiful Wall Display!

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. . . depicting the Nation's pageantry in full-color photos

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Along with the display come 16 pages of lesson topics, discussing the origin and history of such famous festivals as The Mardi Gras, the Mummers' Parade, American Indian dances, and scores of others.

Write for your display and lesson topics material today! It's free . . . but only one to a classroom, please.

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Send your best snapshots to Shutterbug Editor, Junior Scholastic, 7 E. 12th St., New York 3, N. Y. If your picture is good, you will receive a Shutterbug button.

HUNGRY PORPOISE. Photo by George Fischer, North Beach School, Miami, Fla.

HALFWAY MARK. Sign near Alpena, Michigan. Photo taken by Billy Terbeck, Benjamin Franklin H. S., Royal Oak, Mich.

"OLD IRONSIDES" at Charleston Navy Yard in Boston. Photo by John Kakatsch, Phillip School, Milwaukee, Wisconsin.

Building seven million refrigerators, 29 million electric irons, taught us a lot about making things do more, last longer, cost less to run . . . Making billions of lamps has shown us how to give you the most light for the fewest pennies. Each generation of G-E scientists and engineers stands on the shoulders of men who have worked and learned and discovered before them. The products you buy today are better because of General Electric's experience in so many fields.

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TOUGH AS A HIPPO...
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SURE-FOOTED FOR WET OR ROUGH RIDING
THAT'S WHY BIKE FANS PRAISE EASY-PEDALING ROYALS
U.S. ROYALS
Products of UNITED STATES RUBBER COMPANY
US

Some Fun!

Little Elephants

Teacher: "Big elephants have big trunks."

Pupil: "Do the little elephants have suitcases?"

Helene Enoch, P. S. 80, Bronx, N. Y.

Accident

Davie: "Did you hear about the man who ran through the screen door?"

Eddie: "No, what happened to him?"

Davie: "He strained himself!"

Larry Selders, Elizabeth (Penna.) H. S.

How Else?

Bill: "Did you hear about the soldier who marched all day and moved only two feet?"

John: "No. How did it happen?"

Bill: "He had only two feet to move."

Richard Welch
Bay Street School, High Point, N. C.

Not Tactful

Johnny (offering some candy): "Here, Mary, sweets to the sweet!"

Mary: "Oh, thank you, and won't you have some *nuts*?"

Arleen Stein, P. S. 152, New York, N. Y.

Why Not?

Tom: "My brother eats like a horse."

Jerry: "You mother should feed him oats."

Clementine Infante, 310 Avenue W, Brooklyn, N. Y.

Breathing Spell

Principal: "This is the fifth time you have been to my office this week. What have you to say?"

John: "I'm certainly glad today is Friday."

Joan Caldwell, Cheney (Wash.) Jr. H. S.

I'll Say!

Marilyn: "What is the hardest thing about skating?"

Sue: "The ground."

Patricia Callahan, P. S. 94, New York, N. Y.

The Big Fight

Joe: "Did you hear about the fight in the Smith Diner last night?"

Moe: "No. What happened?"

Joe: "The cook beat up two eggs."

Marlene Metz, Grantsville (Md.) School

Joke of the Week

Sandy MacPherson, a Scotsman, was hunting deer for the first time in Canada, with a friend, when suddenly a large moose stepped into a clearing before them.

"Hoot mon," cried the Scotsman, "what is that?"

"That's a moose," his friend replied.

Sandy was awed. "If that's a moose," he said fearfully, "I dinna want to see a Canadian rat."

Ronald Kranig, Cano (N. D.) Public School

CHEVROLET

First

with the new POWERGlide

Automatic Transmission*

Prepare for a real thrill in the new Chevrolet with Powerglide Automatic Transmission—the only low-priced car offering a truly automatic drive! There's no clutch pedal, no "clutch pushing," no gearshifting. The driver simply sets a lever in "DRIVE" position, "steps on it," and *you're borne along on a smooth, silent flow of power at all speeds,* without any further effort on the driver's part except applying the brakes to stop!

CHEVROLET

and Finest

in all-round performance with economy from two great engines

Here's the *only* low-priced car that offers two great Valve-in-Head engines—both outstanding for performance with economy! You may have Chevrolet's new 105-h.p. Valve-in-Head engine with Automatic Transmission—*most powerful* in its field—or, with Synchro-Mesh Transmission, Chevrolet's fine standard Valve-in-Head engine—now giving more power and greater performance.

CHEVROLET

at Lowest Cost

lowest-price line in the low-price field

This new Chevrolet provides feature after feature of costlier cars at the *lowest prices* and with big savings in operation and upkeep. New Style-Star Bodies by Fisher that are the pattern of Beauty! Center-Point Steering and Unitized Knee-Action Ride for greater steering ease and riding ease! Curved windshield with Panoramic Visibility, and proved Certi-Safe Hydraulic Brakes giving the fullest measure of safety protection! Join your Dad at your Chevrolet Dealer's and look over this "head-of-the-class" car that's *first and finest at lowest cost!*

*Combination of Powerglide Automatic Transmission and 105-h.p. Valve-in-Head Engine optional on De Luxe models at extra cost.

AMERICA'S BEST SELLER . . . AMERICA'S BEST BUY

CHEVROLET MOTOR DIVISION, *General Motors Corporation,* DETROIT 2, MICHIGAN

Likes His Job

Ralph: "How do you like your chimney-sweeping job?"

Patrick: "Oh, it soots me fine!"

Arleen Stein, P. S. 152, New York, N. Y.

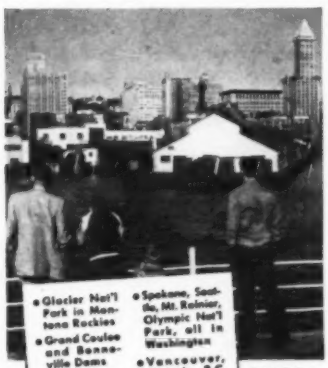
Listen Close Now

Lorraine: "I bet I can pile all the furniture up in the house, then take my shoes off and jump over them."

Marsha: "I bet you can't!"

Lorraine: "Ah, but I certainly can jump over my shoes."

Louise Causey
Woodrow Wilson School
Bellflower, Calif.


• Glacier Nat'l Park in Montana Rockies
• Grand Coulee and Bonneville Dams
• Portland, Ore.
• Spokane, Seattle, Mt. Rainier, Olympic Nat'l Park, all in Washington
• Vancouver, Victoria, B.C.
Seattle Skyline and Elliott Bay

one GREAT NORTHERN ticket takes you to

GREAT NORTHERN RAILWAY

GLACIER NATIONAL PARK and PACIFIC NORTHWEST Vacationlands

P. G. Holmes, Pass. Traffic Manager
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DEPT. SS

I am planning a Western vacation this year. Please send me information on the many vacation attractions on the Great Northern route.

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ADDRESS_____

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WORDS TO THE WISE

HOW WORDS CHANGE

admonish (ad-MON-ihsh. Pronounce *a* as in *at; o* as in *not.*) Verb.

If a friend *admonishes* you about your temper, he's gently reminding you of this fault, and warning you that you should correct it.

"To warn" is the meaning of the Latin word *monere.* From this word came the Latin *admonere*—meaning "to remind" or "to warn." This gave us *admonish,* and also *admonition,* "a warning."

A *premonition* is a feeling that something will happen, a forewarning.

Our word *money* came down to us on this same road. The ancient Roman goddess Juno was often called *Juno Moneta,* "Juno the Warner." The reason for this, according to an old legend, was that the sacred geese in the Temple of Juno once cackled a warning that enemy armies were approaching Rome.

Later it was in the Temple of *Juno Moneta* that Roman coins were made. These coins were therefore called *moneta,* which became *money* in English.

Need we *admonish* you to take good care of your *money?*

Is This Understood?

Almost everyone stumbles on sentences like this: *Jack is smarter than* (*I, me*). Which word would you use, *I* or *me?*

The correct word is *I.* This is why: What that sentence really says is: *Jack is smarter than I am.* Actually, *I* is the subject of the verb *am,* but the *am* is "understood." We don't bother to say it, but everyone understands that it's there.

This same rule works in this sentence: *Ellen was as happy as I.* Here you're really saying: *Ellen was as happy as I was.*

STARRED ★ WORDS

Words starred★ in this issue are defined here.

bromine (BROH-meen or BROH-mihn). Noun. A chemical element, usually a dark red liquid with an unpleasant odor.

celestial equator (suh-LEHS-chul ee-KWAY-ter). An imaginary, great circle in the sky. It is a projection of the earth's equator.

forum (FOH-ruhm). Noun. A meeting where people discuss current issues.

inflammable (in-FLAM-uh-b'l. Pronounce *a* as in *at.*) Adjective meaning "easily set on fire."

magnesium (mag-NEE-shih-uhm or zhih-uhm; *a* as in *at.*) Noun. A chemical element, silver-white in color.

molten (MOHL - tuhn). Adjective meaning "melted by heat."

phosphates (FOS-fates. Pronounce *o* as in *not.*) Noun. Chemicals used to fertilize the soil.

potash (POT-ash. Pronounce *o* as in *not*; *a* as in *at.*) Noun. A chemical used in manufacturing glass, soap, etc.

social security programs. Government insurance plans which provide money for taking care of people who are ill, unemployed, or aged.

synthetic (sihn-THEHT-ihk). Adjective meaning "not real," "artificial." It usually describes materials and drugs manufactured as substitutes for others which nature produces.

HOW TO PRONOUNCE

Ae (A. Rhymes with *day.*)

butadiene (bu-tuh-DI-een or di-EEN. Pronounce *u* as in *cube*; *i* as in *pie.*)

Kerguelen (KUR-guh-lehn)

manganese (MANG - guh - nees or neez)

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Who Made A&P Big?

America is a big country.

It is full of big cities, big factories and big schools and big businesses.

How did all these things become big? Not by accident, you can be sure.

In the final analysis, city and factory and university and food store alike all became big because they served the public interest.

In the case of A&P, we became big because we offered a lot of different people something they wanted.

> Our customers came to us voluntarily because we gave them good food at low prices.
>
> Farmers and food manufacturers voluntarily sought our business because we gave them a good outlet for their products.
>
> Young men and women voluntarily came to us looking for jobs because they knew that we offered good wages, good hours, good working conditions, good opportunity for advancement and security.

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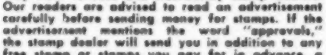

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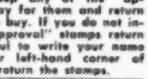

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STAMPS

Strange Sarawak

Sarawak, a British crown colony, lies along the northwest coast of Borneo, an island in the China Sea. Sarawak is about the size of Alabama and has a native population of nearly 600,000. Few white people live there.

Nearly all Sarawakese are members of primitive tribes. They make a fire by rubbing two sticks together. They use simple tools such as hammers of stone (tied to wooden handles) to make knives, swords, canoes, huts, boxes, and so on.

Sarawakese are expert farmers and craftsmen. The colony exports rubber, pepper, coconuts, timber, and rattan (palm stems). The natives make fine beads, silver bracelets, wood carvings, palm hats, skirts, and baskets. They use no modern methods in their work.

Recently Sarawak issued a set of 15 stamps showing scenes of the land, natives, and animals. The stamps range in price from one cent to five dollars.

An 8-cent stamp (see below) shows a war dancer of the Dayak tribe. The dancer, carrying a long shield and knife, is about to leave on a raid. This stamp, like the others in the set, shows a picture of George VI of Britain.

A 15-cent stamp shows a Sarawakese boy making a fire. A thin hardwood stick is placed in a hole in a soft wood block. Tinder is sprinkled in the hole. The boy rotates the stick between his palms until friction produces a spark which sets fire to the tinder.

A 2-cent stamp shows a strange monkey-like animal called a tarsier. It is about 15 inches long and leaps from tree to tree in search of food. It lives in Borneo, the Philippine Islands, and the U. S. of Indonesia.

Other stamps show a butterfly, painted wooden box, a Kayan boy and girl in native dress, bead work designs on a palm leaf hat, an animal called the scaly ant eater, a map of Sarawak, Kenyah boys in a canoe, a rice barn, a pepper garden, and other scenes.

Courtesy of Bernhard Suhl
6802 Ridge Boulevard, Brooklyn 20, N. Y.

Dayak War Dancer

Counts the Dead

Tessie: "How many people are dead in the cemetery?"

Oscar: "I don't know. How many?"

Tessie: "All of them."

Frank Gainer, Waynesboro (Ga.) H. S.

Dangerous Game

Bill: "Do you like baseball?"

Tom: "No, it's too dangerous."

Bill: "What!"

Tom: "Yes, it is. During a game you may have to choke the bat, hit the ball, steal a base, and slide home."

Anthony Markvenas
Cambridge Street School, Worcester, Mass.

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LOUIS MORRISON, Dept. A, Milmont Park, Pa.

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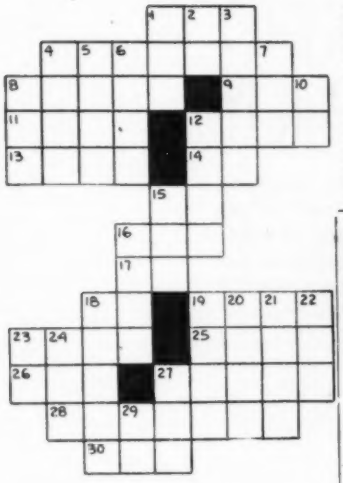
JAMESTOWN STAMP CO., Dept. 206, Jamestown, N. Y.

quiz-word PUZZLE



It takes 40 words to complete this puzzle. Score 2½ points for each word you get right, and see how close you can come to the top score of 100.

CLUE CORNER: Four definitions in this puzzle refer to the fourth President of the U. S. He served our country for more than 40 years and is known as "the Father of the Constitution." He was born on March 16, 1751, and died on June 28, 1836.

ACROSS

1. Concealed.
4. This President's last name was – – – – – – –.
8. His first name was – – – – –.
9. Portion of a tree trunk or large branch.
11. Garden which was first home of Adam and Eve.
12. Part sung by lowest female voice.
13. Canvas shelter.
14. Preposition meaning *near to*.
15. Abbreviation for Maine.
16. Animal that mews.
17. Either.
18. Therefore.
19. Too.
23. Mental abilities.
25. To turn or shift direction.
26. A period of time.
27. Wooden or stone wall around a field or yard.
28. A keen desire, such as: He was – – – – – – – – for knowledge.
30. Ever, as used in poetry.

DOWN

1. Belonging to him.
2. I am, you are, he – –.
3. This President's wife was named – – – – –.
4. Built or brought into being.
5. So be it.
6. A depression or hollow in a surface.
7. Adverb meaning no.
8. A – – – plane can travel 600 miles an hour.
10. To move along.
12. To encourage by giving help.
15. Damage or spoil.
16. A dove does this.
18. This President was Secretary of – – – – – at one time.
19. To state as true, or affirm.
20. Part of a pair of glasses.
21. Religious group.
22. Mineral or rock that contains metal.
23. Us.
24. Man's name.
27. Evergreen tree.
29. Personal pronoun, third person singular.

Answers this week in Teacher Edition; next week in your edition.

Solution to Last Week's Quiz-Word Puzzle.

ACROSS: 1-prim; 5-Sheridan; 9-live; 10-owe; 11-ale; 12-mew; 13-mirage; 16-peso; 17-hub; 19-goal; 22-sealed; 24-imp; 26-bay; 27-Tea; 28-rave; 29-strained; 31-toys.

DOWN: 1-Philip; 2-Revere; 3-ire; 4-mi; 5-slam; 6-dome; 7-awe; 8-new; 14-ash; 15-gouge; 18-boa; 20-Albany; 21-leaves; 22-spar; 23-dyed; 24-its; 25-met; 28-Rio; 30-at.

ele-facts

For Outstanding Public Service

HIGH WIRE ACT

Flash floods. Town isolated. Help needed. Emergency telephone calls had to go through. But how? The four wires still spanning the raging river were tangled half way across. A lineman hooked his safety strap over them, inched himself out to the tangle. One wire snapped. Three held. And the lineman cleared them for emergency service.

"THE RIVER'S FLOODING!"

The call came while a small town slept. From the switchboard in her home, an operator flashed the warning. When water reached the switchboard, she helped her son lift it to a table. Then, by telephone, she directed rescue work and helped avoid panic until she herself had to be rescued.

THE WRECK THAT NEVER HAPPENED

A telephone repairman spotted the broken rail. A passenger train was due within the hour. It had to be stopped. Quickly he climbed a pole, connected his test set and alerted the railway dispatcher — just in time to prevent what might have been a serious train wreck.

• To these—and to hundreds of courageous telephone people—have gone Vail Medals, the Bell Telephone System's award for meritorious service. They help to mark a spirit of service to the public that has become a telephone company tradition.

BELL TELEPHONE SYSTEM

PLANTERS
DICTIONARY OF DEMOCRACY
FOR YOUTH

You are familiar with the basic freedoms of our American democracy — freedom of religion, freedom to vote as you please, freedom of speech and press and peaceable assembly, freedom to select your own means of livelihood, to take a job wherever and whenever you please, freedom from unreasonable search and seizure by the government or by secret police. But there are other freedoms which have a special meaning for Youth. They hold the key to your present and your future happiness and success. They help to make you just about the most fortunate boy or girl on the face of the earth. Here are a few of them:

ELECTIONS

you practice this basic freedom constantly in your own school. You choose your own class and school officers.

LIBRARY

a place where you can read your choice of books and magazines by authors of all kinds and shades of opinion.

SCHOOL CLASSROOM

a place where you are free to study a variety of courses, to discuss the big problems of the day, and to form your own independent judgments.

SPORTS

individual or group competitions of your own choice, in which you participate for fun as well as for physical development.

TEACHER

a friendly older guide and instructor, whom you are free to consult about tough problems in learning or life.

All of our freedoms in the United States place the emphasis where it belongs — on your freedom as a person with responsibilities, living in a free and cooperative society.

DON'T JUST SAY "DEMOCRACY" — PRACTICE IT, STRENGTHEN IT

DON'T JUST SAY "PEANUTS" — SAY "PLANTERS"

References
for this issue

Here are a few suggestions for additional material on America's Half-Century of Industrial Achievement:

FILMS: See Feb. 22 issue, page 3-T. Mimeographed copies of a full listing of films on economics is still available at no charge. Send request postcard to William D. Boutwell, Editor, *Scholastic Teacher*, 7 East 12th St., N. Y. 3.

Productivity–Key to Plenty (see picture spread in this issue): 20 minutes, sale or rent, Encyclopaedia Britannica Films, Wilmette, Ill. Film is based largely on the Twentieth Century Fund's *America's Needs and Resources* (1947), by J. Frederic Dewhurst and Associates.

Also available for use with the film is a Productivity Packet for 25 cents. This includes the Public Affairs Pamphlet No. 142 (1948), *Power, Machines, and Plenty*. Order packet from Twentieth Century Fund, 330 West 42nd St., N. Y. 19.

PAMPHLETS: *The Miracle of America*, 20-page pamphlet approved by representatives of labor and management. Limited quantities available free to teachers on request to The Advertising Council, Inc., 25 West 45th St., N. Y. 19.

The Better We Produce, the Better We Live, prepared by The Advertising Council. Write for price and quantities available.

U. S. A., Measure of a Nation (Macmillan, 1949). Graphic presentation of *America's Needs and Resources*, 101 pages, many charts, paper bound, $1. Discounts available.

Fifty Fabulous Years, 1900-50. Includes eight pages of maps. Edited by H. V. Kaltenborn. Single copy free to any teacher requesting it. In quantity, 15 cents (up to 50 copies), 10 cents (more than 50). The Pure Oil Company, Advertising Dept., 35 E. Wacker Drive, Chicago 1, Ill.

Toward More Production, More Jobs, and More Freedom, single copies free to teachers, quantities available at low cost. Committee for Economic Development, 444 Madison Ave., N. Y. 22.

The Joint Council on Economic Education, 25 Press Building, New York University, N. Y. 5, has prepared eight resource units on such subjects as "Identifying Pupil Problems Which Encompass Economic Living" and "Experiences Which Promote Economic Understanding." They are available at 20 cents each for experimental classroom use.

MAGAZINES: A number of magazines have devoted special issues to the mid-century theme. Among them are: *Life*, Jan. 2, 1950; and *Westinghouse Engineer*, Jan. 1950 (write to 306 Fourth Ave., P. O. Box 1017, Pittsburgh 30, Pa., for copies).

TOOLS *for* TEACHERS

HANDY MATERIALS FOR COMING FEATURES IN SCHOLASTIC MAGAZINES

The South

Apr. 5 in *Sr. Scholastic* and *World Week*

PAMPHLETS: *New Industry Comes to the South* (Report No. 1, 1949), National Planning Association, 800 21st St., Washington 6, D. C. $1.00 (quantity rates). *Economic Problems of the South* (Topic of the Month, Series A, No. 8), Economic Service Agency, 1603 K St., Washington 6, D. C.

ARTICLES: "Middle South Outgains Nation," *U. S. News*, Dec. 30, 1949. "Golden Coast," *Fortune*, Oct. 1949. "Southern Towns and Northern Industry," H. Carter, *Atlantic*, Nov. 1949. "South Stretches," H. Lesense, *Christian Science Monitor*, July 2, 1949.

BOOKS: *Look at America (The South)*, Editors of *Look Magazine* (Houghton Mifflin, 1947), $5. *Shore Dimly Seen*, Ellis Arnall (Lippincott, 1946), $3. *Exploring the South*, Rupert Vance and others (University of North Carolina Press, 1949), $3.50.

FILMS: *The Changing Cotton Belt*–20 minutes, sale or rent, United World Films, 1445 Park Ave., New York, N. Y. *New Horizons*–20 minutes, color, loan, Seaboard Airline Railroad Co., Public Relations Dept., Norfolk 10, Va. *New South*–17 minutes, sale, March of Time Forum Editions, 369 Lexington Ave., N. Y. 17. *Southeastern States*–11 minutes, sale or rent, Encyclopaedia Britannica Films, Wilmette, Ill.

French-Canadians

April 5 in *World Week*

PAMPHLETS: *Canada, 1948*, Dominion Bureau of State, Dept. of Trade and Commerce, Ottawa, Canada, 25¢. *Canada from Sea to Sea* (1947), Canadian Information Service, 650 Fifth Ave., N. Y. 20. Free.

ARTICLES: "Tenth Province for Canada," *World Week*, Mar. 23, 1949. "Canada: Partner in Peace," *Senior Scholastic*, Feb. 16, 1948. "Canada," *Holiday*, August, 1949. "Quebec's Forests, Farms, and Frontiers," *National Geographic*, Oct., 1949. "If You Have to See Paris, Try Quebec!" *Better Homes and Gardens*, May, 1948. "Winter's Magic in French Canada," *Travel*, Feb., 1948. "La Fete de Noel," *Time*, Dec. 29, 1947. "Struggle for Quebec," *Newsweek*, June 6, 1949. "Quebec's Little Strong Man," *Saturday Evening Post*, Jan. 15, 1949.

BOOKS: *Maria Chapdelaine*, Louis Hemon (fiction) (Macmillan, 1921). *Canada and Her Story*, Mary G. Bonner (Knopf, 1942). *Land and People of Canada*, Frances A. Ross (Lippincott, 1947). *Unknown Country: Canada and Her People*, Bruce Hutchison (Coward, 1942).

Slovakia

April 5 in *Junior Scholastic*

PAMPHLETS: *Republic of Czechoslovakia*, by Ben F. Crowson, Jr., 1948, 12¢, United Nations Education Center, Box 6188, Washington, D. C. *Meaning of Czechoslovakia* (No. 519), 1948, 10¢, University of Chicago Round Table, Chicago 37, Ill.

ARTICLES: "Czechoslovakia Revisited," A. Werth, *Nation*, Jan. 14, 1950. "Curtain Isn't Iron," J. C. Harsch, *Harper's Magazine*, October, 1949. "Letter from Prague," J. Wechsberg, *New Yorker*, August 6, 1949. "Czechoslovakia," *National Geographic Magazine*, August, 1938. "Benes: Symbol of East-West Split," *U. S. News*, March 12, 1948. "Squeeze Play on Czechoslovakia," *Senior Scholastic*, Dec. 1, 1947.

For Business Classes

Using *Practical English*

FILMSTRIPS: *Retail Credit–Behind the Scenes*, new 35mm black and white. Covers establishment and control of the retail stores' charge account. 30 min. Has accompanying commentary. 72 frames. Purchase price: $10. Write: The Audio-Visual Extension Service, City College Midtown Business Center, 430 W. 50 St., New York 19, N. Y.

The Bookkeeping Cycle–Part I and Part II, based on South-Western's publication *20th Century Bookkeeping and Accounting*, by Carlson, Forkner, and Prickett. Part I explains the steps involved in recording and posting the opening entry to the ledger. Part II shows how to record transactions in the journal, post journal entries to the ledger and prove the equality of debits and credits in the ledger with a trial balance. Each filmstrip in color with captions, $5. Write: Society for Visual Education, Inc., 100 E. Ohio St., Chicago. Inquire also at Visual Education, Inc., about *How to Prepare a Speech*, first of eight cartoon filmstrips which point out how to communicate your ideas to others. $3.

How can economics be brought to life?

ABOUT seven per cent of American high school students study a required or elective course in economics. For years leaders have been deploring the "economic illiteracy" of the adult public, and demanding better preparation for economic citizenship.

What is the answer? Is economics so difficult a subject that it should be relegated to college or graduate school? Or should it be introduced into junior and senior high schools in simple but concrete and meaningful ways—either as an independent course, a problems of democracy course, or integrated into various phases of the social studies curriculum? If so, what is the best way to teach how our economic system works?

The *Twentieth Century Fund*, leading American research foundation in the field of economic affairs, conscious of these educational problems, has joined forces with *Scholastic Magazines* in sponsoring:

A COMPETITION FOR TEACHERS

Subject

Awards will be given for the best outline or syllabus indicating the scope, kind, and approach of economic subject matter that may be most effectively taught in the junior or senior high school, to explain how our economic system works. Entries should include specific topics, methods, suggested resource materials, and plan of integration into the curriculum. They should also include for illustration one concrete unit outlined in detail, on some such topic, for example, as international trade, labor-management relations, taxation, inflation and deflation, the consumer, etc. Brevity is recommended and entries must not exceed 5,000 words maximum.

Eligibility

Open to all secondary or elementary school teachers, supervisors, or administrators who have had direct classroom experience in related subjects, and are now employed in a local school or school system, public or private, in the United States and its possessions, or Canada.

No personnel of state departments of education, national educational agencies, teachers college or university faculty members are eligible.

Prizes

Class I—Entries designed for Senior High School (10th, 11th, or 12th grades)

First prize, $300
Second prize, $200
Third prize, $100
Fourth prizes, 10 of $25 each
Honorable mentions, 25 of $10 each

Class II—Entries designed for Junior High School (7th, 8th, or 9th grades)

First prize, $300
Second prize, $200
Third prize, $100
Fourth prizes, 10 of $25 each
Honorable mentions, 25 of $10 each

Specifications

All entries must be typewritten, double-spaced, on white paper 8½x11 inches, one side only, and mailed flat. They must bear on a separate sheet clipped to the first page the following information:

Name of contestant
School, grade, and subjects taught; or position and classroom experience
City or town
Home address
Division of the contest in which entered (Class I or Class II)

No manuscripts will be returned; therefore keep your own copy. All entries become the property of the Twentieth Century Fund and *Scholastic Magazines*.

Closing Date

All entries must reach the New York office of *Scholastic* not later than June 15, 1950. Address: Twentieth Century Fund Teacher Contest, Care of Scholastic Magazines, 7 East 12th Street, New York 3, N. Y.

Judging

Final judging will be done by a jury of distinguished economists and educators, to be announced. The sponsors reserve the right not to award specific prizes if, in their judgment, the entries do not warrant them. Prize-winners will be notified by mail and announced in *Scholastic Teacher* next fall.

★ TWENTIETH CENTURY FUND ★
Scholastic Magazines

Industry: The Miracle of America

The story of America is also the story of American industry and the contributions which industry has made to happier living. This special issue, "America at Mid-Century," is made possible partly by the cooperation of business and industrial firms which have placed their advertising in *Scholastic Magazines*.

Much of the advertising in this issue has been prepared especially to supplement the editorial theme. It portrays the thinking and philosophy of progressive American business. It offers stimulating ideas for classroom study and discussion.

Examples of such ads are those of American Telephone & Telegraph Co., Great Atlantic & Pacific Tea Co., Goodyear Tire and Rubber Co., Chrysler Corp., Cities Service, Cluett, Peabody & Co., Inc., General Electric Co., General Motors, Hamilton Watch Co., National Steel, Planters Nut & Chocolate Co.

Discussion Questions

What European sport became the miracle of American motoring? (See p. 2.) Why were early cars called "devil wagons"? (p. 2). What freedoms help to make American teen-agers just about the most fortunate young people today? (See p. 48 in *Senior Scholastic, World Week*, and *Practical English*, and p. 40, *Junior Scholastic.*) What proofs are there that America's system of business has given us as much and more than any other present-day system of business in the world? (See p. 39 in *Senior Scholastic, World Week* and *Practical English*, p. 29, *Junior Scholastic.*)

Student Activities

1. Give a brief oral or written report on the life of Walter Chrysler. (See page 41 in *Senior Scholastic, World Week* and *Practical English*, p. 15, *Junior Scholastic.*)

2. Write a *letter of request* to the Hamilton Watch Co., to ask for the free booklet, "What Makes a Fine Watch Fine?" (See p. 33 in *Senior Scholastic, World Week* and *Practical English*, p. 25 in *Junior Scholastic.*)

Reference

Film: Enterprise, 16mm, color. Free. Tells the story of how a small Georgia town found a way to bring industry to it. Accompanying the free film are free pamphlets in classroom lots: (1) Instructor's Manual—suggestions for learning more about free enterprise and local industry; (2) four-page round-table discussion especially prepared for students and teachers by *Scholastic* writers. (See p. 4.)